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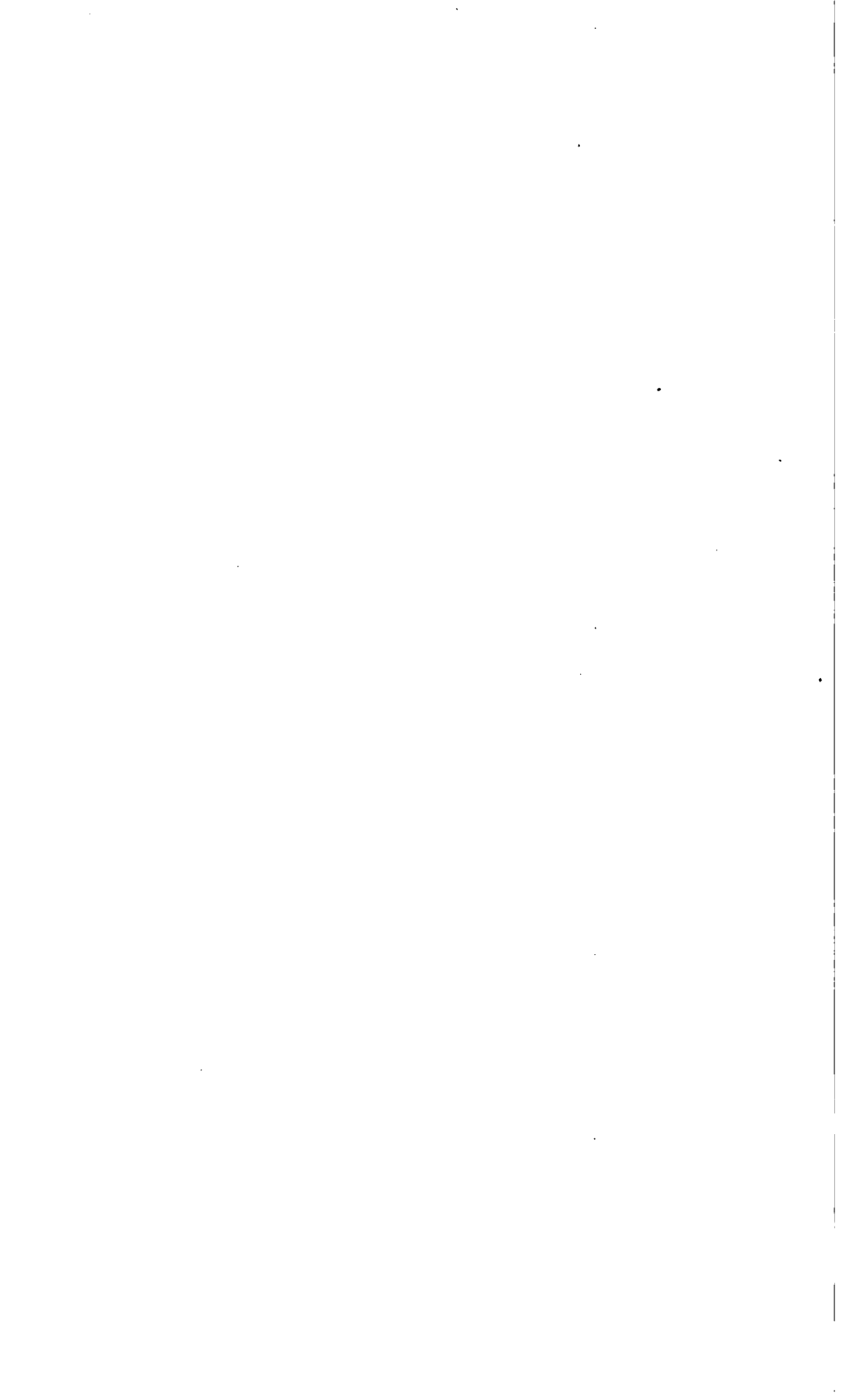


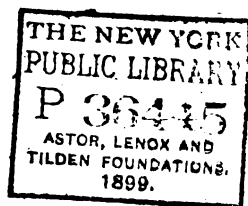
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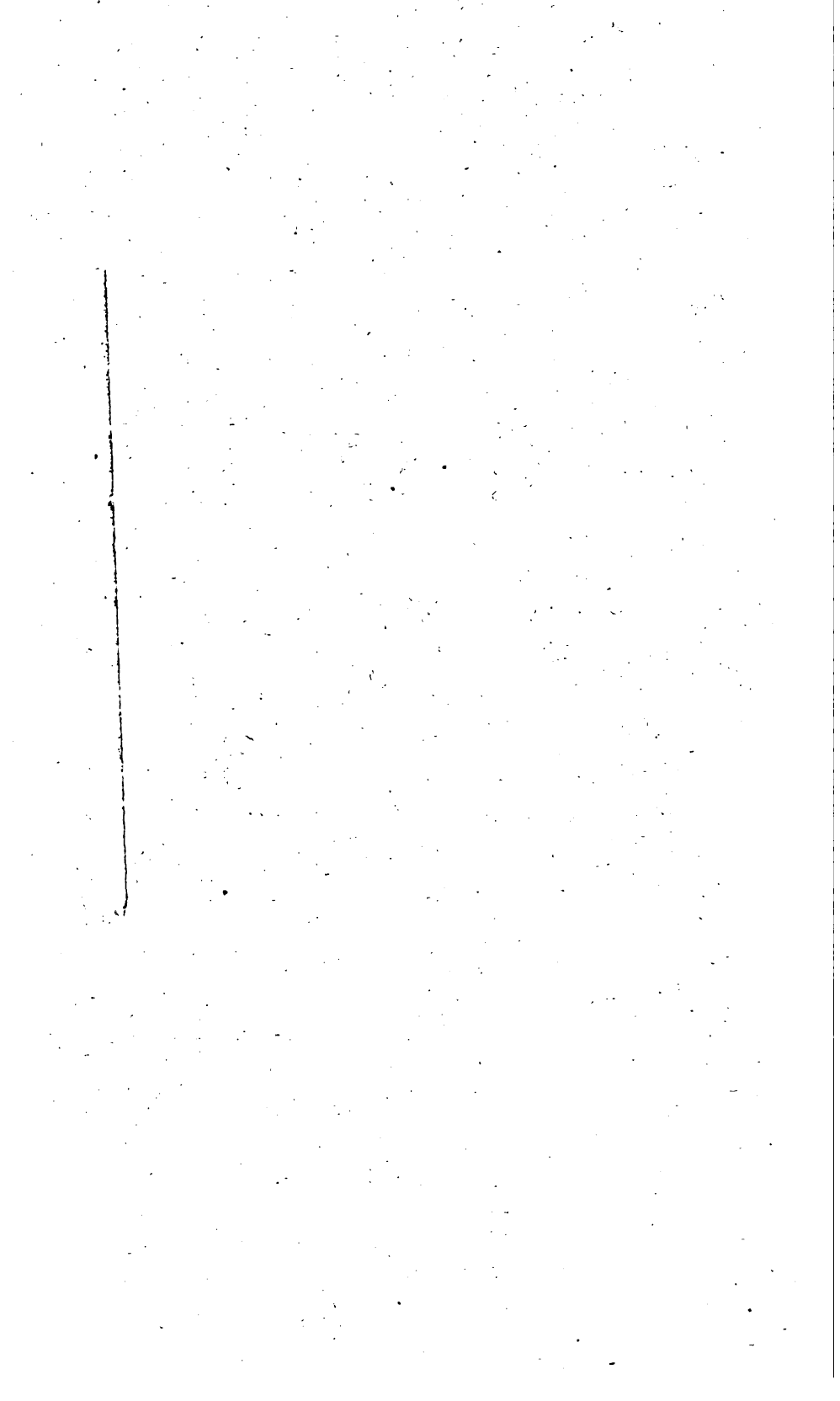


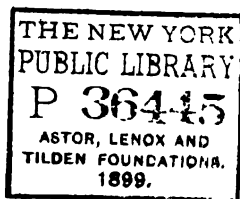
SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

FIFTH ANNUAL REPORT.

1878.

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# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## FIFTH ANNUAL REPORT.

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The annual meeting of this society is appointed for the first Thursday in June. It occurred this year on the 6th of June, and students were invited to assemble at 11 A.M., on that day, to meet the managers of the society at the residence of the Secretary, No. 9 Park street, Boston.

One hundred and twenty students were present, and fifty of the ladies who had been engaged in the instruction during the term, no guests being then present.

At half-past eleven, the Secretary called the meeting to order, and introduced, successively, the heads of the six departments, each of whom made a short report on the work of her special branch, and introduced to the students those of her assistants who were present.

After this the Secretary addressed a few words to the students, on two subjects, which she begged them to consider seriously. The managers of the society had been painfully struck by the amount of ill-health brought to their notice in their correspondence, and she begged them to study the laws of health for themselves and for their families; and, at the same time, she asked them to assist her, by word and by example, in a crusade against the false idea, that higher education tends to make women ashamed of common household duties, cooking, making of clothes, etc.

Two essays were then read, one on the subject of the "Field of the Cloth of Gold," by Mrs. S. L. Sheldon, of Madison, Wis., and one entitled "Ten Minutes' Talk about Michigan," — a paper on the Geology of that State, — by Mrs. S. H. Ballard, Grand Rapids, Mich.

At half-past twelve o'clock, between twenty and thirty guests arrived, and the chairman, Mr. Eliot, opened the more formal part of the meeting.

An essay on Shakespeare's comedy, "As You Like It," by Miss E. A. Priest, of Kalamazoo, Mich., was read; and another, on the "Poetry of Form and Color," by Miss Antoinette Mooney, of Wakefield, Mass.

The Chairman then read the annual report, written by the Secretary.

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## SECRETARY'S REPORT.

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At the end of the Fifth Term of the existence of this society, we can still come forward with facts, which it gives us pleasure to enumerate. The growth of our numbers has continued to be very considerable, and has been sufficient to test the working of our machinery.

Our proportionate increase has not been so astonishing as in previous years ; but such increase is neither likely nor desirable any longer. This year our growth has been 54 per cent. on the previous year, and our absolute numbers have reached a total, for the term, of 899.

The number of students who persevered during the term, sufficiently to be classed in the final rank list, is 653, about 73 per cent. of the whole number who joined, and as good a proportion as we have ever had. This result means more this year than heretofore, because we have been more strict in our demands, and have adopted a rule, by which those who neglect work, without proper excuse, are dropped after two months.

A recapitulation of the yearly increase, heretofore, is as follows : —

In 1873-74, First Term, 45 names were entered, with 60 per cent. perseverance.

In 1874-75, Second Term, 82 names were entered, with 70 per cent. perseverance.

In 1875-76, Third Term, 298 names were entered, with 67 per cent. perseverance.

In 1876-77, Fourth Term, 576 names were entered, with 73 per cent. perseverance.

In 1877-78, Fifth Term, 899 names were entered, with 73 per cent. perseverance.

The proportion of persons known to us to be teachers, is greater than ever, being 122; or 14 per cent. instead of 11 per cent., as last year.

Also the number of those who have rejoined us, after one or more terms, is agreeably large, 226, or one-fourth of the whole, instead of one-fifth, as last year.

These two classes represent a very cheering and encouraging element for us; and the quality of work done in the second year is usually greatly improved on that of the first. During this season 164 were with us for a second term, 53 for a third, 8 for a fourth, and 1 for a fifth. Last year these cases stood thus: — 110 for a second, 9 for a third, 3 for a fourth term.

The 899 names entered represent—in consequence of the selection by many of more than one course of study—claims for 1,021 correspondences. The relative popularity of the courses appears thus:—

Course 1. History, selected by 343, of whom 264 persevered.				
" 6. English Lit.,	" 347	" 253	"	
" 2. Science,	" 139	" 99	"	
" 3. Art,	" 114	" 97	"	
" 4. German,	" 49	" 37	"	
" 5. French,	" 29	" 23	"	
	<u>1,021</u>	<u>773</u>		

The Rank List, based on the reports of the Courses, stands:—

First rank (decided success or remarkable progress)	214
Second " . . . . .	384
Third " . . . . .	175
	<u>773</u>

The same list reduced, by withdrawing the extra courses, and averaging the rank of those taking such extras, is as follows :—

First rank	189
Second "	348
Third "	116
	<hr/> 653

The geographical distribution of the students is as follows :—

Mass.	186
New York	183
New England States	125
Middle States (Penn., N.J., Del., Md., D.C., Va., W.Va.)	175
" Western States (Ohio, Ind., Ill., Iowa, Kan.)	106
N. Western States (Wis., Minn., Mich.)	45
S. Western States (Mo., Ky., Tenn.)	13
Southern States (La., Texas, Ga., S.C., Miss.)	32
Pacific States (Cal., Oregon)	27
Western States (Neb., Col., Ind. Ter.)	5
Canadian Provinces	2
	<hr/> 899

The relative increase since the first year, in the States then represented, is this, viz. :—

Maine, which began with ten, has increased fourfold, to	40
New Hampshire " " three " fivefold, to	15
Vermont " " one " to	7
Massachusetts " " twenty-two " also sevenfold, to	160
Pennsylvania " " three " 25 times, to	75
Connecticut " " one " . . . .	29
New York " " five " 30 times, to	153

34 States are now represented, and three students have written from Pawnee Village, in Indian Territory, while

one hails from Japan,—an American girl, living in Tokio, who is counted among those in the Pacific States.

We have good reason to speak well of our postal service, for not only could we hardly extend our work over such a space of country, were it divided by more national boundaries, but we need an efficient post-office and cheap rates of postage. Our letters, many thousands of them, come and go safely; and our books, also, travel securely in the mail-bags, several hundreds going and returning uninjured. Our losses in letters are minute, and only one volume has been lost in two years.

Our lending libraries grow in size and efficiency. We now have a total of 490 volumes; 324 in Boston, from which the circulation for the term has been 388, used by 253 students; 91 in New York, with a circulation of 91, and used by 46 students. In Louisiana we have 50 vols., and in California, 25.

Among these books, which add to the usefulness of our efforts, there are a goodly number—18 vols. and 7 pamphlets—added by gifts this term. The parents of a young lady, who had studied with us but one year before her death, were so warmly interested in the society on her account, that her father, Mr. B. B. Campbell, of Pittsburg, Pennsylvania, sent \$20, to be expended in books. And some smaller sums and some volumes have since been given by students and friends; among others several scientific papers and reports, sent by Prof. Hall, of Albany. We now have a label, referring to the donor, placed in such gift-books.

One pleasant sign of our influence is in the fact, that town libraries are apt to buy the books asked for by students, as required in their work with us. In one town of Massachusetts all that have been so asked for were bought; and in another, where the same liberality had been

shown, the librarian wrote to us for our full printed lists, which were sent.

Four more of our past students have become associate correspondents; and persons who are inclined to become our associates now join us as special students for a time, in order to accustom themselves to our methods.

Our staff has, of course, increased with the number of students; and we have reason to feel that each student receives the same amount of attention that each did in the days of our small beginnings, while the tributes paid by many individual students, to their correspondents, are delightful.

During this term — beside the Chairman, Librarians, and Secretary — 98 ladies have been engaged in the care and duties of the correspondence, 6 heads of departments, 22 members of the committee, and 70 associates. Five associates have lately been elected into the committee, one of them being the first of our students who became an associate correspondent.

We have the pleasure to-day of welcoming ladies of our staff from San Francisco, Schenectady, and Louisiana, as well as students from Denver (Colorado), Washington, and Baltimore, and at least 40 nearer places.

The reports sent in for the departments do not give, this year, very full statements of the work done by the staff, but some items will give an idea of the amount of it. In the History Course the ladies wrote 3,009 letters; and sent 284 examinations, the result of which was an average of 79½ per cent. correct answers. In the course of English Literature 1,265 reports were received, and more than that number of letters written in return, 1,763; — the number of letters exchanged within the staff is not stated, — and 175 examinations were sent. In the Art Course, letters written to students, 661; exchanged by the staff, 750.

The Secretary has *received*, since the last annual meeting, 4,174 letters.

Our financial statement is as follows : —

Receipts, including balance from last year . . . .	\$2,191 51
Expenses . . . . .	1,671 67
Balance, June 1 . . . . .	<u>\$519 84</u>
Items. Books . . . . .	\$383 44
Printing . . . . .	295 75
Postage and stationery . . . . .	590 08
Clerk-hire . . . . .	360 25
Binding, expresses, etc. . . . .	42 15
	<u>\$1,671 67</u>

We have, therefore, a good balance to pay some bills, and prepare for the next winter's work.

Our methods remain the same as heretofore ; indeed we are not content with any rule or principle of work, unless, by experience, we have learned that it is capable of development and adaptation, as numbers and individualities multiply. Memory-notes, monthly reports, examinations by correspondence, are still our main reliance. Uniformity is to be promoted, by the preparation of a Hand-book for the use of our staff ; but only a small number of copies will be printed, as its circulation must be confined, strictly, to those who are to be aided by it in the prosecution of their work. We have not enlarged our plans, though we were asked last year to prepare lists of books to be placed in public libraries, as suggestions for the reading of young girls at large. This we declined to undertake, and it has since been done by a committee of the Women's Education Association.

Inquiries about our scheme and methods have come to us from Germany and from Sweden ; and in each of those

countries it is proposed to attempt something similar, though not immediately.

The quality of reading recommended appears in our circular and working-lists; but the actual experience of readers may be worth mentioning.

In the English Literature Course, on emerging from the first text-books (which, in many cases, employ students all the first season), all are introduced to Bacon, a part only to Hooker's First Book of Ecclesiastical Polity and More's Utopia; but, of these authors, we find this record for this winter: Bacon, 58; Hooker, 23; More, 9; Milton's Areopagitica, 46; Jeremy Taylor, 23. For the later authors the number of readers diminishes, as only those in a second or third term reach so far; but this term 7 have read *Religio Medici*; 5, Cowley's *Essays*; 14, Addison; 12, Goldsmith, with others intermediate; and all use critical and illustrative reading.

In the French Course one has read Pascal's *Lettres Provinciales*, as well as Cousin's *Life of Jacqueline Pascal*. Two have written in French. In the German Course 38 have carried on their correspondence in German, and a large proportion, of the whole who persevered, have been studying the history of German Literature, with examples from various writers, in prose and poetry.

The Art Course is made extremely interesting, and the successive numbers of the English Portfolio are passed from hand to hand, as are also collections and photographs from great masters and of German Bilderbogen.

The Science Course is also illustrated by sets of minerals, which have become important auxiliaries to the work of the student. 15 sets of mineralogical specimens have been furnished to students and used this term, the price for 43 specimens being only \$3.00. A small collection of shells has also been made useful to three students, and three others

have had dried star-fish, sea-urchins, barnacles, etc., sent them for illustration of their reading.

In Modern History, the entrance is usually made through Seebohm's Protestant Revolution, beyond which 75 students have not advanced this term; but 59 others have added to Seebohm, Creighton's Age of Elizabeth, or Freeman's Outlines; and others have gone on to Robertson, Lingard, and Fronde (which they read in succession, that they may see both sides, and learn to draw conclusions for themselves), and to Guizot, Motley, and Ranke.

The essays that have just been read were selected from a considerable number sent in, on different subjects, several of those set aside having a good deal of merit, and all being creditable to their writers.

Two read, an hour ago, before the students only, were, a paper on "The Field of the Cloth of Gold," by Mrs. Sheldon, of Madison, Wis., and "Ten Minutes' Talk about Michigan," by Mrs. Ballard, of Grand Rapids, Mich.

The subjects of some others were: Peculiar Painters, Early Christian Art, Giotto, Venice, the Geographical March of History, Thomas Fuller, Dissemination of Seeds, four papers on Macbeth, one on Taine's Ancient Régime, one on Water and Atmosphere.

The students speak to us, however, in another way than merely through the essays, which form a sort of culmination of their work. Their letters often show more than the mere monthly routine of study, and it is very pleasant to receive not only gracious recognition of profit and pleasure obtained through our agency, but proof that the studies we recommend increase the enjoyment of life; while, in some cases, improved health is distinctly attributed to the habits we promote.

In the Science Course, especially, we hear of perceptions awakened, by which the homes of our students grow

more attractive to them, as their interest is aroused to the productions of their own neighborhood. One, on beginning a course of Botany, regrets that the region where she lives is poor in flowers and botanical interest; but it is not long before she expresses her astonishment at the wealth around her. Another mentions with delight that a scientific friend has taken her to see "a lovely stone wall," with over 30 varieties of granite in it, beside other interesting rocks, and says it is "like a picture-book." Another, who describes herself as "living in the woods" of a western State, "fifty miles from anywhere," with little time at her command, with no early education, has taken up mineralogy, has improved steadily, and writes on May day: "I have been out two or three times for specimens. I never knew before that there was so much beauty in a stone. I feel as though I had lived so long with my eyes shut, I see so many beauties that I never thought existed."

To one elder sister the duty of taking the younger children to walk was, two years ago, almost a penance; but these walks have become delightful explorations, to which all look forward with pleasure.

One, who has had for her work this winter, a study of the orders of flowers, has sometimes taken up the history of a plant useful to man. Latterly, taking for her starting-point the silver vase made as a gift to Mr. Bryant, she proceeded to describe and analyze all the plants represented on it.

Among the readers of history a pleasant incident occurred: A young student in Indiana, who belonged to one of the innumerable clubs which, in science, literature, and history, seem to be spreading and increasing all over the West, mentioned to her correspondent, that her club—consisting of elder women as well as young girls—had been all winter studying subjects connected with Italian cities, and now, as they reached Rome, they craved some sight of re-

productions, views, photographs, to help their imaginations. With a small sum, which she sent, photographs were bought, and others were contributed by the lady and her friends, and a good parcel forwarded. The thanks received were overflowing, with the assurance that it would be hard to realize, in any clear fashion, what she had really done; impossible, if she had never "lived in a small village, near no large city where such things are to be obtained."

A reader in our course of English Literature says, after three terms: "I grow all the time more interested and delighted, the field widens so before me. One of the best results of a study which has interested and enlivened, without overburdening or exhausting, is a great improvement in the state of my health. There is something so grand and imposing, as well as restful and soothing, in communing with the dear old authors, that their thoughts have been of more value to me than any sermon from the minister or prescription from the doctor." Going on to describe her own present enthusiasm for Spencer, and writing from the heart of the country, from a farm, where there are few neighbors, and almost no companionship for such a woman, she adds: "My little ones have forsaken Mother Goose, and neglect Hans Andersen; while all the bed-time stories must be about the lovely Lady Una, with her milk-white lamb, or the brave Red-Cross Knight. The other night I noticed as my little boy handed me the poem, that he first bent reverentially over it, and kissed the cover. As we were gathering ferns and flowers in the woods, I heard his sister question him as to whether, if we should meet the dragon there, he would be brave enough to be our Red-Cross Knight. 'I think,' he said, 'that this wood is so beautiful it must be God's front-yard, and no dragon will dare to come into it.'"

One northern student, in writing to the Secretary in the autumn, used the expression that our society was creating a sisterhood all over the country, and illustrated it by her own experience in meeting some West Virginia ladies, also members, with whom she had great sympathy in consequence. Another person, three years studying with us, thinks our students learn the inner meaning of *esprit de corps*, and says she is interested in all the others, without having hitherto met any.

One who had been for a time reading, without taking notes, though still within the limits of her subject (five children absorbing her time), says: "I now feel that I would like something more like work; I quite miss the stimulating effect of mental work, and the exercise of memory involved in taking notes." This lady is one of a considerable number of members of the Society of Friends who have joined us, and who do admirable work, faithful, exact, and earnest.

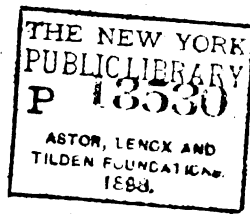
After reading the report, the Chairman introduced Mr. Charles C. Perkins, who addressed the students, expressed his warm and constant sympathy with the objects and success of the society, and then explained to them the grounds for the conviction that the fine arts, though usually regarded as subjects merely of individual taste and varying value, are really based on fixed rules, and have a recognizable standard.

The Chairman then said that, to the regret of the managers, Prof. Goodale, of Harvard University, who had promised to speak to the students on his own specialty, Botany, was ill, and unable to fulfil his intentions.

Mr. Eliot spoke to the students on the points in the Annual Report which had most struck him; namely, the increased happiness of the students, and, consequently, of

those among whom they live, as a result of the studies they pursue with this society; and the growing numbers of those who persevere from year to year in their connection with it, — a perseverance which is both a proof and a cause of the growth of character.

He then pronounced the Fifth Annual Meeting dissolved.



SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

SIXTH ANNUAL REPORT.

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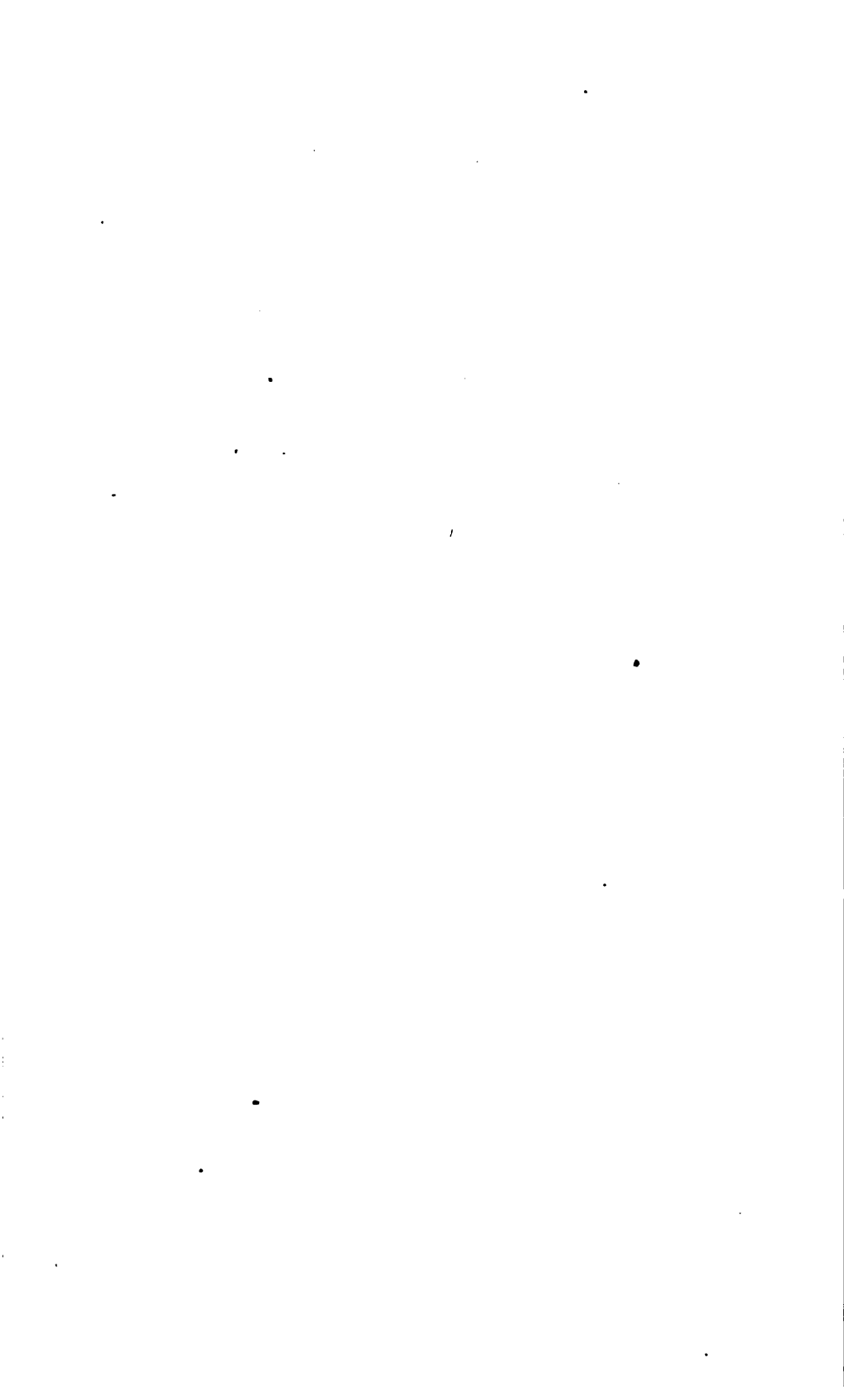
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# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## SIXTH ANNUAL REPORT.

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The annual meeting, appointed for the first Thursday of June, occurred this year on the fifth day of the month. On that day the students and managers of the society began to assemble at eleven o'clock, at 9 Park street, Boston, the residence of the Secretary.

One hundred and fourteen students were present, from forty-nine different places, — including Boston, — the most distant being Washington, D.C., and North Bloomfield, Ohio. Sixty-one ladies of the staff were also present, one from Louisiana, and three coming from a distance expressly for the meeting, one from Ohio, another from Philadelphia, another from Bangor, Maine.

At half-past eleven the Secretary called the meeting to order; reports for each branch of study were successively read by the heads of the departments; and all the assistants in the various courses, who happened to be present, were introduced.

Two essays by students were then read, one on "Virgil and Horace," by Mrs. Mary A. McGregory, of Indianapolis, Indiana, a student of the History course; and one on "The Influence of Climate on the Mental Development of Man." by Miss L. A. Williams, of Lambertville, New Jersey, a student of the Science Course.

At half-past twelve o'clock twenty-eight guests were added to the numbers already gathered, and the formal meeting was opened by the chairman of the society, Dr. Samuel Eliot, who proceeded to read the annual report.

## SECRETARY'S REPORT.

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The condition of the society for the past term has been exceedingly satisfactory, and its work has been accomplished not only with more ease than before, but with more thoroughness, and more assurance of usefulness. A little army of 800 students contains material from which valuable results ought to be obtained, and to which real discipline can be applied. The reenlistments in this small army form a very interesting and progressive element; while their increase and continuance, from year to year, give the most encouraging testimony of success that the society receives or can receive.

This year 869 names were entered. Of these 545 were new; and the rest, 324, belong to the corps of students of more than one year's standing, of whom there were only 226 last year, — three-eighths, instead of one-fourth, of the whole.

The perseverance, for this term, is represented by 686 names, which means 79 per cent., — 73 being the highest percentage previously obtained, — and yet we grow more strict and more thorough every year.

The number of those known to us to be teachers, who have studied with us this term, is 151, a larger proportion than ever, — one-fifth instead of one-seventh, as last year, when there were 122, — and thus the ratio of our two best classes grows higher, and the work improves accordingly.

The number of those who absolutely failed, that is, were dropped entirely, was only 24; but, among those who took up two or three studies, 17 were dropped from some one course. Adding those who failed, with some satisfactory

excuse, to those who were completely dropped, we have the 21 per cent. of failures.

In looking back over our past history, we find that, in the six terms of our existence, 2,045 different individuals have joined us, and 1,479 persevered at least for one year. Subdividing more exactly, 985 have persevered one year (including those of this term, many of whom are likely to continue), 366 for two, 95 for three, 28 for four, 4 for five, and 1 for six terms.

Beside this one who counts her six consecutive terms, five others of our first year's students are still with us, two being on our committee, and three who left us for a term having returned. It should be remembered that for our first term we had only 45 entered, of whom 35 persevered. One-sixth of these were with us this winter. 14 students are now on the staff.

The possible influence for good implied by these numbers represents a corresponding responsibility, and we rejoice when we receive assurances that not only the mental stimulus has helped to form habits of study, and in some cases to lift our students out of periods of depression, and lighten the sad hours following on grief and loss; but health has been promoted, by change of thought; while direct advice on the care of the body has been accepted, and followed in more than one instance, with excellent effect, especially since the distribution of our tract on Health.

The letters passing to and fro carry continually new forms of sympathy and help, which become more personal and practical as the relation becomes more enduring. Sometimes this is shown by the lady correspondent abandoning the routine of her course, in order to adapt the winter's reading, directly, to the wants of a teacher, who is striving to convey her half-acquired knowledge of that

course to her pupils ; or by a kind suggestion, that the nervous strain under which the student lives seems to be too great, and had better be met by more entire rest and relaxation for some part of every day. Each of these is a real, not a supposed case, and in each the response has been ardent gratitude.

During our whole existence 162 ladies have taken part in our work of instruction, of whom 132 remained actively engaged with us this winter. The diminution of 30 has been due, of course, to various causes, the most frequent that of positively interfering duties. One, however, has died ; two have married ; three have gone to Europe ; and some were stopped by ill-health.

The geographical distribution of students remains substantially the same as last year.<sup>1</sup> Massachusetts and the Middle and North-west States have gained somewhat, while others fall back a little ; and California has dwindled to only six students. \* The society is about to try a new departure on the Pacific, by furnishing lighter and more entertaining reading, still instructive ; and by forming its associates there into an agency, which may adapt its methods and means to the local requirements. Thus far the Pacific region has failed to respond, and our Associates there are striving to discover the reason. The Louisiana agency has reported small results this winter ; but, on the whole, the Southern and South-western States have not fallen back much, as more students have joined the main society.

Having occasion, during the winter, to examine the averages of age among the students, we found that just two-ninths had not informed us how old they were ; but very nearly five-ninths were between 20 and 30 ; one-ninth

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<sup>1</sup> See Appendix A.

were under 20 ; about the same proportion were between 30 and 40 ; and the remaining small fraction consisted of a few sensible elderly women, who do not abandon all idea of self-improvement, and at least one of whom began studying with us for the sake of enjoying a share in the instruction of a little grandson.

The names entered being 869, we find that 1,007 correspondences were asked for, and 804 were fairly well kept up by the 686 persevering students.<sup>1</sup>

The rank list,<sup>2</sup> after eliminating double and treble courses, stands thus : —

First rank (decided success or remarkable progress)	230
Second " . . . . .	348
Third " . . . . .	108
	<hr/>
	686

The amount of work done is partly expressed in the number of letters written, and of examinations sent and corrected. Omitting entirely the letters exchanged between members of the staff (which amount in three of the courses to 400 and 500 for each department), we find the letters written to students 7,158, and received from students 6,492.<sup>3</sup>

The Secretary has received about 4,000 ; in attending to each of which, even when they do not require written answers, as much time and labor are consumed as if they did.

709 Examinations have been sent at various periods, chiefly in courses I. and VI., as they are not so much relied upon in the others. The answers are carefully corrected and returned, and a percentage assigned.

In every course there has been active energy and a various

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<sup>1</sup> See Appendix B.

<sup>2</sup> The rank list is made up from the records kept during the term. We have no annual examinations and do not give diplomas.

<sup>3</sup> See Appendix C.

application of the system; more strictness than heretofore, when circumstances and ability allowed it; more careful adaptation where the case indicated such. Memory notes, monthly reports, and examinations from time to time, by correspondence, are still the chief points of our method.

In the HISTORY COURSE, entered by 815, there is no novelty to mention, except in the assured existence of the Section of American History. 29 students have persevered in this specialty, showing interest in their work, and at least one saying she had become an enthusiast for the subject. The study in this section is differently arranged from the others, as a subject, or period, is assigned on which the students gather information from various books, and make their monthly report in the form of a chapter of history composed by themselves, — a mode of work which seems to render it very attractive.

The whole department of History, with its 28 correspondents and 238 persevering students, makes a good report, as its proportions of low ranks are less, of first rank better; and its one fourth of failures, excused and unexcused, is less than last year. This course is one of our strictest departments; and, although fewer entered for it this year than last, its results are decidedly higher.

The SCIENCE COURSE — entered in all branches by 181, of whom 94 persevered — has, after various experiments, been, for two years, drawing its lines closer and closer, and has settled now to really scientific methods, as distinguished from popular science, which gives a superficial knowledge only, — and it thus secures at once the real students. The consequence is that, strictly as the work is carried on, only two have been dropped in this course. Those students who have not been all that could be expected have been those who were most leniently treated.

The Botanical Section was the first in which this exact

system was tried ; but the Geological has been this term the most strictly guarded, and, of 36 who entered for Geology, none have been dropped. Nineteen have studied from minerals and fossils purchased from, or loaned by, the society, and nearly all the rest have had access to collections. Several have sent in boxes of fragments, collected and named by themselves, asking for correct identification.

The Botanical Section has continued to be exact and successful. The students of Botany generally use the student's microscope ; but several have compound microscopes, and one belongs to a microscopic society. Two young students received presents of valuable microscopes, which they did not know how to use. Their correspondent gave them minute directions, and put them through a kind of drill ; after which they enjoyed their possessions extremely.

One student, in two months' work, sent in written analyses of 92 plants, with plans of many of the flowers. Teachers, a part of whose duty it is to teach Botany, have received, from their correspondent in the society, solutions of practical difficulties, and have been shown how to convey the needful information to their young pupils.

In Zoölogy, specimens, both dry and in alcohol, have been sent to students, as well as several copies of the small hand-book for teachers, prepared by Professor Hyatt.

In the section of Astronomy and Mathematics the interest in Astronomy has been well maintained, and the success in Mathematics has exceeded anticipation, as that subject seemed of all others to require the presence of a teacher. With regard to this study the following statement is made by the head of the section : " With several of the students two points have been apparent, — a desire to try their own powers in original demonstration, and an appreciation of the fact, that the real value of mathematical study consists in the training of the reasoning powers, rather than in acquiring mathematical data. They have taken interest in

tracking out their own weak points, in successive attempts at demonstration; and have seemed to realize that the checking of such mental tendencies as 'leaping at conclusions' 'taking for granted,' 'judging by appearances,' etc., — which lead to errors in geometrical calculation, — is a valuable habit, that can be carried over into other departments of life and thought."

The activity of the ART COURSE has much increased; and the circulation of photographs and illustrative plates has been continued with growing interest, as rendering the study of Art more intelligible. It is surprising to discover how little description and imagination avail, without these aids, in forming ideas of works of Art, and how little the most famous pictures and buildings are known, except by name, to very well educated people.

One student, after receiving and studying the "Parallel of Historic Ornament," said she had never before realized that buildings could be made so beautiful. The sight of photographs and historical ornaments, and the study of history in connection with them, must do a great deal to open people's eyes to the meaning of decorative art, and to render descriptions intelligible.

One art student asked, as a favor, to have her studies arranged as for a journey in England, and this imaginary tour has given her so much pleasure that her correspondent seems to feel rewarded for the special trouble she took.

The section of general Art History, and that of Painting, have drawn the most readers, — 75 and 25 respectively; yet each section has had at least one special student; Ancient Art having 8; Architecture, 6; Sculpture, 2; Engraving, 1.

The GERMAN COURSE has continued its usual satisfactory career, its students almost always buying their own books; and, of the 43 who persevered, 28 corresponding in German. One-third of the whole have been studying the History of German Literature, illustrated by works of the

different periods ; as, for instance, 13 having read Buchner's History, 10 read the Niebelungen-Lied, 4 Gudrun, 4 Faust ; and other numbers appear against various works of Gœthe, Schiller, Lessing, Herder, and so on. Two students took special subjects, *through* the German language ; one reading on Crystallization of Minerals, and another on music and musical instruments.

The FRENCH COURSE has been somewhat remodelled, and a more thorough introduction to French Literature has been attempted than heretofore. The History of France and of French Literature has been taken up in five or six different French works ; and, beside the dramas of Corneille and Racine, and comedies of Molière, the old Chanson de Roland has been read by three, Montesquieu and Pascal by one or two ; and several biographies have been used. Those who have been occupied with the histories this term will swell the list of those who take up special works next year.

The course of ENGLISH LITERATURE, always popular, and this year attracting more than any other, is, perhaps, that in which the widest variations are permitted. To awaken a real, living interest in the works of great writers of our own language sometimes needs individual adaptation, while the chronological order of authors has often to be abandoned for a time, until the mind of the reader is roused to the proper point, when it is resumed.

One correspondent on this subject, seeing good reason for it, had permission to set the routine system entirely aside ; and she selected certain interesting long poems (The Task, The Princess, and Childe Harold, for instance) and tried to show how much they contained, by requiring not only a literary abstract and remarks, but answers to very numerous questions on classical, historical, and geographical allusions, and on metaphors. For these answers the students

were permitted to search, with the simple condition that they should state which were impromptu, and which were not. The labor of the correspondent was very much increased.

Still, the adherence to the regular order of reading has been close, as is proved by the fact that Bacon's Essays have been read this term by 92, and his Advancement of Learning by 10; while Hooker's Ecclesiastical Polity (Book I.), for which the readers are selected, has been read by 39. Here let it be said that, since in previous terms 66 women have read Hooker under our direction, this addition raises the number to 105, who in these United States have become acquainted with this grand old writer, through our immediate influence. In the same way, adding the 60 who have this year read Milton's Areopagitica to those who had done so previously, we have 155, who know, at least, what it is, and how it is written.

At the same time, Chaucer and Spenser have had 47 and 46 readers; Jeremy Taylor, 36; Addison and Goldsmith, 19 and 20; and so on.

Illustrative essays and reviews have been read by all, and some have read a good deal of poetry under advice, on which they have not been required to report systematically.

Of Essays prepared at the end of the term (an entirely voluntary exertion) more than 40 have been received from all departments, and their average merit is higher this year than before. Among the subjects we find "Mountain Elevation and Mountain Sculpture" — "How Animals Eat" — "Influence of Natural Scenery on Architecture" — "Manners and Customs in America in Colonial Times" — "Luther and Loyola" — "Art the Handmaid of Religion." Four essays have been selected to be read at the present meeting, one on "Virgil and Horace," and one, on "The Influence of Climate on the Mental Development of Man," before the students only; two others before the present

company, viz.: "The Artist Monks of San Marco," and "The French Drama, and its three great masters, Corneille, Racine, and Molière."

The Lending Libraries continue to grow, in accordance with the demand. 87 volumes have been added in Boston, 110 in New York, making a present total in these two places of 612 volumes; with 61 in Louisiana and California. The circulation from Boston and New York has been for this term 613 volumes. Hereafter these two libraries will be united in Boston, in order to simplify the work of distribution.

A gift of \$20 for the Library was received last year, from the late Captain William H. Swift, of New York, who, after reading our last annual report, expressed a wish to follow the example of Mr. Campbell, who had made a similar donation the previous year. A set of Schiller's Works has been presented by Miss Mary Frazer Curtis, of Boston, and the Art Course has received several contributions. One of these is a copy of Grimm's Life of Michel Angelo, from Mrs. Samuel R. Prentiss, of Bangor, profusely illustrated with photographs, increasing very greatly the use and value of the volumes. Other gifts of photographs, reproductions of etchings, and Prang's Parallel of Historical Ornament, amounting in all to a value of about \$70, have been reported by the Head of the Art Department, without the name of the giver.

Our financial statement is as follows:—

Received, including balance from last year . . . . .	\$2,477 31
Expended . . . . .	2,201 94
Balance . . . . .	<u>\$275 37</u>

Items of Expense :	Postage . . . . .	\$652 01
	Stationery . . . . .	167 33
	Secretary's Assistants . . . . .	420 33
	Printing . . . . .	476 95
	Books, binding, specimens, etc. . . . .	445 69
	Express and small expenses . . . . .	39 68
		<hr/>
		\$2,201 94

A tract, entitled "Health," issued by the society, has done well. It grew out of a suggestion made, during the spring of 1878, in the Executive Committee, that we should take some step towards giving simple help in the matter of Hygiene. Nothing was thought of, at first, except to mention to all students entering for the Sixth Term, the titles of two or three books which could be recommended, and to beg their attention to them. Works exactly adapted for the purpose, were not, however, forthcoming. Then came the proposition of getting some one outside the society to write a pamphlet; a primer of Hygiene, for instance, to correspond with the delightful primer of Physiology in the series of Science Primers. This, again, was found to be a more difficult matter than was at first apprehended, and finally the Head of the Science Department and the Secretary assumed the undertaking experimentally. When, at last, a manuscript had been prepared, and submitted to various critics, it was offered for the examination of two of the highest authorities on the subject in this Commonwealth, and, being approved by them, was sent out to the students and staff, by free distribution. When a copy was sent to a student who was herself a teacher, it was almost always accompanied by the Hampton Tract, called "Duties of Teachers," of which copies were bought for the purpose. More than 1,000 copies of "Health" have been given away, and over 1,100 copies have been sold. The Women's Education Association paid it the compliment of an

order for 200 copies, and other orders have come from remote and unexpected quarters. Several students have written to ask for farther information on the subject of Hygiene, one consulting us about a new house on a farm, of which the arrangements are intended to be most carefully based on the best sanitary rules. Another writes that she has learned from this pamphlet that it is a Christian duty to keep well.

The hand-book, mentioned in last year's Report as projected, was prepared and printed last summer, and placed in the hands of every member of the staff, before their work began for the term. It has proved a valuable auxiliary, and, as yet, no important revision has become necessary.

From the letters of students scattered over our wide country, we draw pleasant assurance of the good relations established by means of the society. Indeed, a case sometimes occurs which induces the lady in charge to exclaim, "This one success seems worth all the work of the society."

One student says, "Although I have time to accomplish very little, the systematic daily study has become a part of my life which I would very unwillingly give up;" and, also, having heretofore taken the Art Course from preference, she says, "I feel as though my studies would be of more practical use to my little children, whom I teach at home, if I were to take one of the sciences next year."

Another writes: "I cannot hope to ever return personally your kind and helpful influence; but I do trust that in some way, to some one, I may be able to extend the free-giving."

One who last year complained of a poor memory, and confessed that she had read novels to such an extent as to have lost, to a great degree, her taste for solid reading,

says this year, "I am very much interested in my History. It no longer seems dry, but very delightful; and I really think my memory is improving a little. I am certain you" (the History correspondent) "will be glad to know that."

Where an inability to write a good abstract occurred, the disappointed student says: "I see now how much I have lost by not having had more of the kind to do, in my school-days; but the most that was required of me either at district school or academy, in that line, was composition on such subjects as — 'We are here, but how long will it last?' — 'Mother, Home, and Heaven,' and so forth."

A teacher of seventy little pupils writes, this spring, "There are so many charms to me in Geology, that I am anxious to have the children begin to find some of them out, and am quite eager to try what can be done in this direction."

Another student, who wrote, when she joined the society, "It is of no use to go on geological trips, for there are not any rocks about here. You must remember that I live in the woods," — has sent this winter no less than twenty specimens, among which are several varieties of fossil corals. In her letters she often speaks of "something new" she has found, while walking or riding. "I wish," she says, "you could see the pile of rocks I have. I am not far enough advanced to classify them as yet. Very much of the limestone here contains fossil corals and shells." This young woman is a clerk and book-keeper in a general backwoods store "from seven in the morning till nine in the evening." With little time for study, her progress in book knowledge has been very slow; but the new interest and delight she has taken in her surroundings, with the increased power of observation she has gained, have been very satisfactory.

One student in the Science Course, who has studied two terms, reading five important works, lives where a mail is

received only once a week, has had no teaching but her mother's, is the eldest of seven children, and takes her share in house and dairy work, having only three hours of the afternoon daily for her studies and music.

We are sometimes asked whether our exertions are not intended entirely for the benefit of secluded people, and those of small means; but we answer that we desire to help all to whom we can be of use. It is a fact that many women of ample wealth need and desire the kind of stimulus we give, which may arouse them to seek other instruction; and even those who, having means, have also the energy to seek and employ teachers, may find with us a different influence, one advantageous, in the end, to the teachers themselves.

Moreover, it is among those of our students who have means and leisure, that we are most likely to find future additions to our staff, and this application of their intellectual gains will be of no small benefit to themselves.

After reading the Report the chairman introduced Dr. Oliver Wendell Holmes, who addressed the students. Alluding to the restrictions of women's lives, which force them to seek relief in some variety of occupations, and illustrating this by anecdotes of the devices of prisoners for whiling away time, he spoke of the needle as a resource, and of the overwhelming flood of literature, tempting to wasteful and useless reading. Suggesting three questions, "Shall we read, or make a business of reading?" "What shall we read?" and "How shall we read?" he answered the first by anecdotes showing how various are the degrees in which reading is desired, and by suggesting that the appetite should be carefully stimulated; the second, by a kind com-

pliment to the society ; and the third with advice to read by subjects, rather than by authors, and to cultivate the power of reading rapidly, but accurately, so as to stand a good examination.

The Chairman next introduced President Eliot, of Harvard College, who alluded to the impression he received when he first heard of the plan of the society, of the confidence it implied in the conscientiousness of the future students and in the disinterestedness of the future teachers. This confidence seemed to have been justified by the result to a remarkable degree, and he congratulated all concerned in the work on this fact. He spoke with approval of the system of study which promoted adherence to and persistency in one subject. Finally he dwelt on the value of the sympathy cultivated by the correspondence maintained in this society.

The Chairman, Dr. Eliot, made a few appropriate remarks, and announced the titles of two Essays, selected to be read at this time, one on "The Artist Monks of San Marco," by Miss G. M. Carleton of Andover, Massachusetts, a student of the Art Course ; and one on "The French Drama and its three great masters, Corneille, Racine, and Molière," by Mrs. Elizabeth C. Pierce, of Oneida, New York, a student of the French Literature Course ; which, however, he regretted that the lateness of the hour, caused by some accidental delays, made it unadvisable to read, as had been intended.

He then declared the Sixth Annual Meeting dissolved.

## APPENDIX A.

Massachusetts . . . . .	207
New York . . . . .	153
New England . . . . .	113
Middle States (Penn.; N.J.; Del.; Md.; Va.; W. Va.; D.C.) . . . . .	202
Middle Western States (Ohio; Ind.; Ill.; Iowa; Kansas) . . . . .	87
N. Western States (Wis.; Minn.; Mich.) . . . . .	54
S. Western " (Mo.; Ken.; Tenn.) . . . . .	11
Southern " (La.; Texas; Ga.; S.C.; N.C.; Ala.; Miss.) . . . . .	26
Pacific States, (Cal.; Oregon) . . . . .	6
Western " (Neb.; Col.; Dak. Terr.) . . . . .	4
Canada . . . . .	5
Japan . . . . .	1
	<hr/>
	869

## APPENDIX B.

	Entered.	Persevered.	Dropped.	Excused.
Course I. History,	315	238	18	59
" II. Science,	131	94	2	35
" III. Art,	116	95	2	19
" IV. German,	45	43		2
" V. French,	30	28	1	1
" VI. English Literature, 370	306	18	46	
	<hr/>	<hr/>	<hr/>	<hr/>
	1007	804	41	162

Rank list based on Reports of the Courses:—

Rank I. . . . .	258
" II. . . . .	424
" III. . . . .	122
	<hr/>
	804

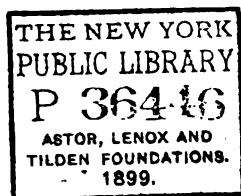
149 took two courses, of whom 81 did well; 7 kept on imperfectly; 37 withdrew from one course; 10 withdrew altogether; 14 were dropped.

13 took three courses, of whom 7 did well; 4 withdrew from a part; 2 were dropped from one course.

### APPENDIX C.

Letters written to students.		Received from students.
Course I.	2,138	1,831
" II.	930	884
" III.	1,477	1,237
" IV.	324	314
" V.	373	301
" VI.	1,916	1,925
	<hr/> 7,158	<hr/> 6,492

Examinations. Course I., 374; Course III., 107 printed and many written; Course VI., 228 printed and some written.

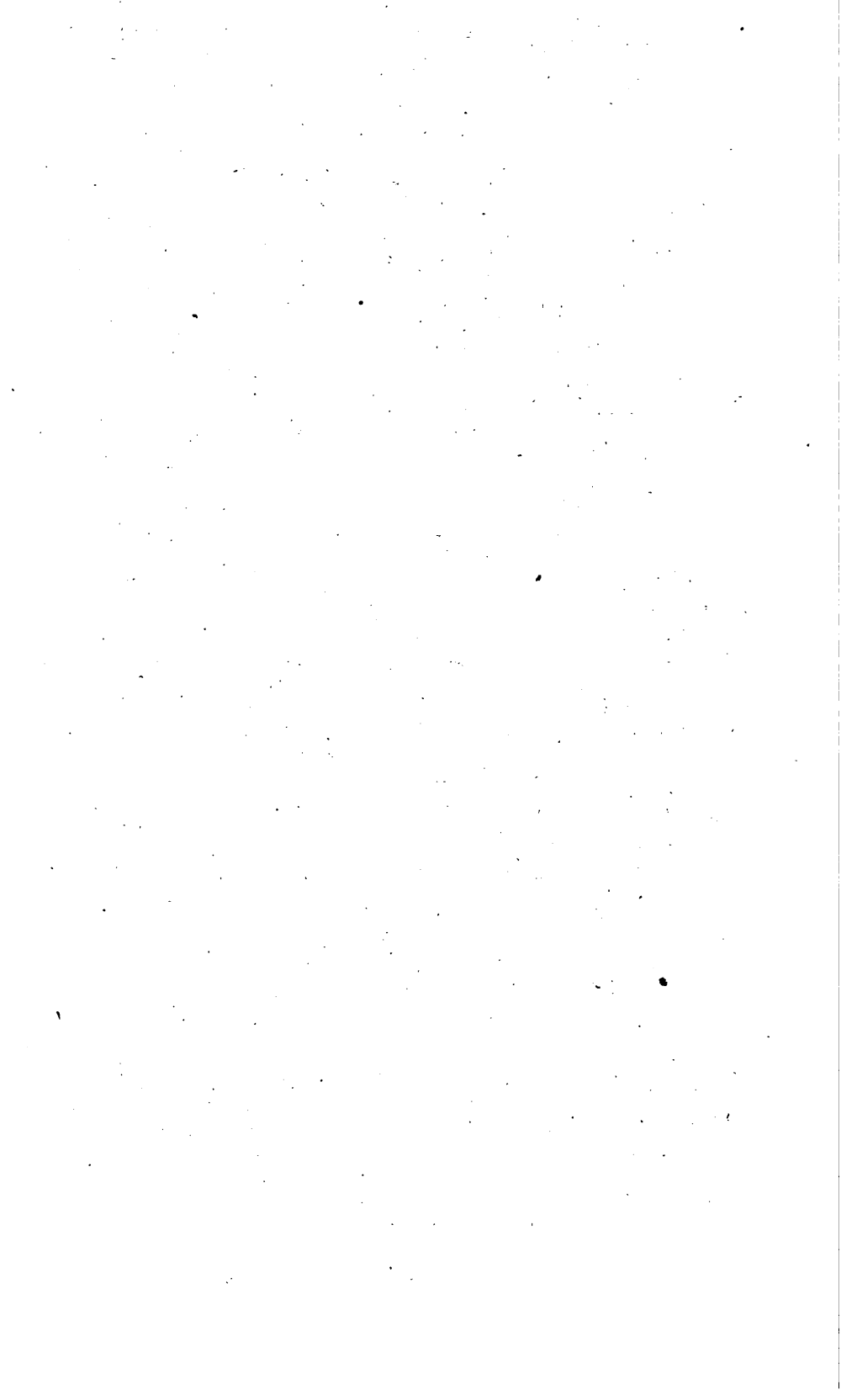


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

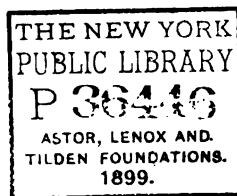
SEVENTH ANNUAL REPORT.

1880.

Anna Ticknor Library, Boston.



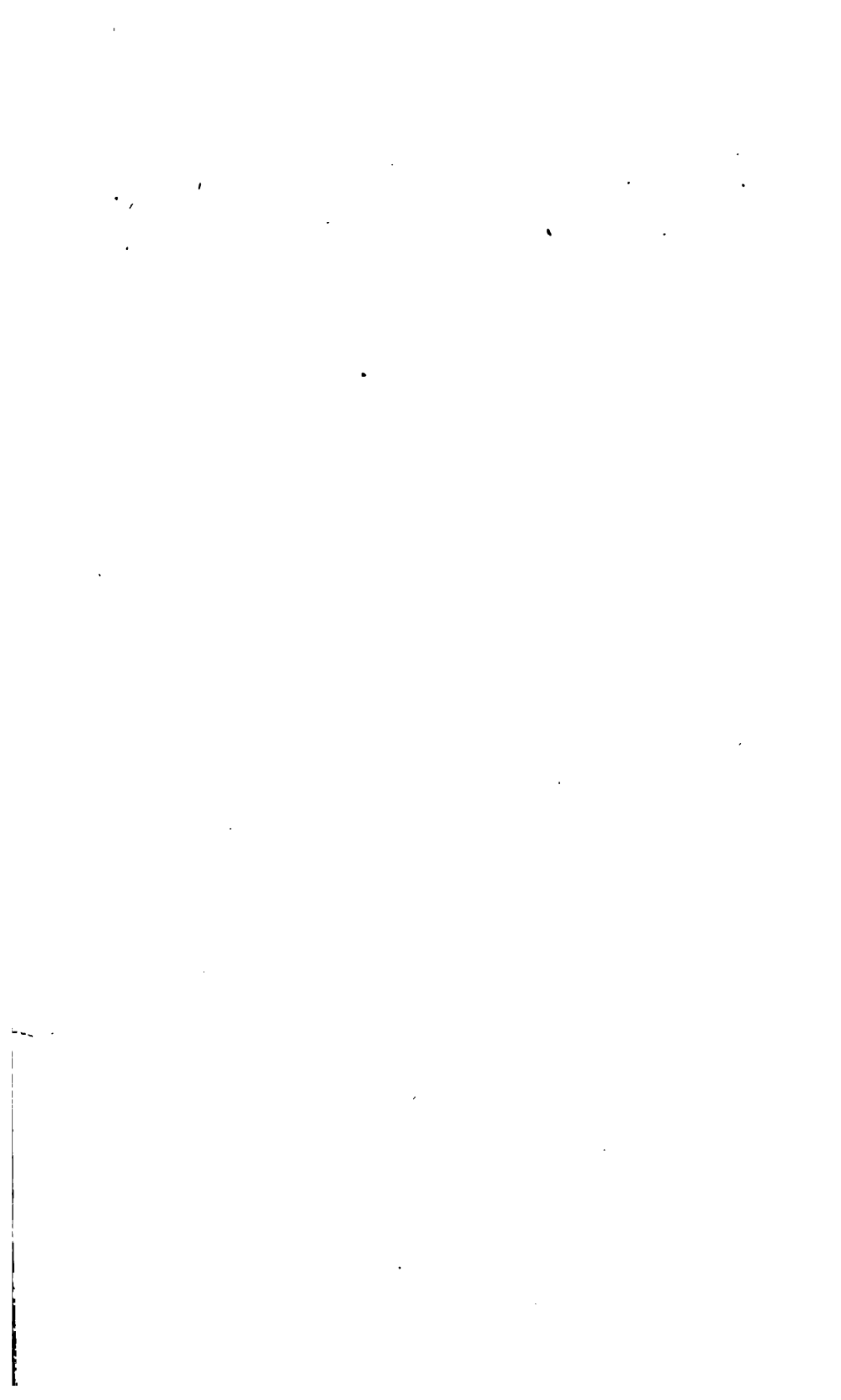
SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



SEVENTH ANNUAL REPORT.

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ROCKWELL & CHURCHILL.  
1880.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## SEVENTH ANNUAL REPORT.

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The seventh annual meeting of this Society occurred on the 3d day of June, 1880. The students and managers of the Society began to assemble at 11 o'clock on that day at the residence of the Secretary, 9 Park street, Boston.

One hundred and twenty-seven students were present, from sixty-four different places, including Boston ; the most distant being Indianapolis, Indiana ; Steubenville, Ohio ; and Leesburg, Virginia. Sixty-three ladies of the staff were present, — one from Virginia, others from New York, Vermont, and Connecticut, the rest from Boston and its neighborhood.

At half-past eleven, the students being seated in one room, the ladies of the staff in another, the meeting was called to order by the Secretary. Reports were successively read by the Heads of the six departments, who introduced to the students all of their assistants who happened to be present.

Two papers written by students were next read, one on the "Utility of the Study of Botany," written by Miss Alice C. Jennings, of Auburnville, Mass., a student in three departments ; and one called "Wishing for More," written by Miss Alice R. Cheney, of South Manchester, Conn., a student in the Department of English Literature.

At half-past 12 o'clock forty-six guests were added to the number already collected, and the annual report was read by Mr. Charles C. Perkins, who kindly consented in this manner to take the place of the chairman of the committee, Dr. Eliot, who was on his way to Europe.

## SECRETARY'S REPORT.

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There is, usually, nothing disagreeable — except to the unemployed — in the monotony of prosperity; and we, therefore, find ourselves very willing to repeat, with variations, the yearly account of the success of our work; the seventh term having as good a report to make as any of its predecessors.

After the very rapid growth of our first four years, we have remained nearly stationary for the past three; but we had already reached such dimensions, that this period of uniformity has only given us a breathing space, enabling us to improve our organization and develop new details of our work. We have still hovered within the outer brink of our ninth hundred, — having reached, in 1877–8, a sum of 899, and last year and this year, respectively, having counted 868 and 887, — and we feel as if we had rested for a moment, and gathered fresh strength for future growth.

Of the 887 names entered for this term, 528 represent new students, 359 old ones; and, of these 359, there are 178 of 2 years' standing, 121 of 3 years, 40 of 4, 16 of 5, and 4 of 6. All these figures are better than last year; though we miss a crowning one, as the student who had gone on steadily with us for our first six years, fails to appear in the character of a seventh-year student, because she passed the winter in the Sandwich Islands.

The entire number of those who persevered this term, sufficiently to be classified, was 679, which means  $76\frac{1}{2}$  per cent.

Of the  $23\frac{1}{2}$  per cent. of failures, less than 4 per cent. — 30 individuals — were dropped; and those who were excused, — as withdrawing or failing for good reasons, or as

entering too late to be ranked, to the number of 178, — make up the remaining 20 per cent.

The original demands for correspondence amounted to more than 1,100. Many of these were withdrawn at once, but 172 students were assigned each to two correspondents for different subjects, 14 to 3, and 1 to 4; making, with 670 single ones, 1,090; and 849 correspondences were fairly well kept up by the 679 persevering students.<sup>1</sup> Four of those who undertook three subjects took first rank in each. Six who took two subjects had first rank in each, and 14 others got very high marks on single examinations, — 90, 98, and even, in four cases, 100 per cent.

137 of our students were known to us to be teachers.

The rank list, after eliminating double and triple courses,<sup>2</sup> is as follows : —

Rank 1 (highest)	.	.	.	242
" 2	.	.	.	347
" 3	.	.	.	90
				<hr/> 679

We have now had, during our seven terms, 2,597 different names entered.

22 who entered, originally, as regular students, are now on the staff, constituting one-seventh of our working force, and putting the results of their studies with us to practical use. At least two more will be thus advanced next year. Some of these continue to be students at the same time.

The various influences, exerted through the correspondence, continue to be apparent, and to keep up the interest and enthusiasm of both parties; and we see, more and more,

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<sup>1</sup> See Appendix A.

<sup>2</sup> See Appendix B. The rank list is made up from the records kept during the term. We have no annual examinations, and do not give diplomas. No one has rank assigned who has not studied with us at least four months of the term.

that encouraging studies at home should not mean, merely, inducing people to store knowledge in their memories, — to become reservoirs for retaining it, with no outlet, or use for it. We recognize the truth, that knowledge is not even power, until it has become a part of the practical, available force of the brain; and it is only a *valuable* power when it unites with and feeds the higher elements of character. Simply as a resource for happiness it needs to be joined to purposes which shall assimilate it, and convert it into nourishment for the best and purest feelings; selecting, as plants do, the wholesome essences, which will enable the whole nature to rise into a clear and healthful atmosphere. Looked at in this way we find our work more interesting, although its responsibility is great.

Diligence is not lacking, and our statistics yearly prove how earnest is the energy of our ladies, of whom 155 have been engaged in actual work this term. The number of letters written and received is, of course, very great, — the Secretary receiving more than 4,000, and the other ladies sending to students more than 8,000,<sup>1</sup> while receiving somewhat less.

But the ladies accomplish much more than the writing of letters, for they correct memory notes, abstracts and answers to examinations;<sup>2</sup> they keep a tabular record of the work of each student, and send monthly reports to headquarters; and some are employed in preparing examination questions and other materials for the use of the rest. They also give much time to the study of the subject in which they teach, as is shown, for instance, by the preparation, at the request of the ladies of the English Literature department, of a very large supplementary list for their private reading, quite beyond that intended for the students. Since

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<sup>1</sup> See Appendix C.

<sup>2</sup> See Appendix D. Memory notes, abstracts, and examinations on separate works or portions of subjects constitute the chief points of our method.

this time last year Working Lists have been printed for the Art department, and for the first and second sections of the History department.<sup>1</sup>

Among other manifestations of diligence are some which promote interest, by interchange of information among the staff. In three departments a postal card is sent to each assistant every month, with a statement of the condition of the department; and, after every quarterly meeting of the General Committee, a brief account of the proceedings is sent to all distant members by the Secretary.

The Society map has not changed very much. Some States have gained, others lost a little; and still 37 States are represented, besides Canada, Nova Scotia and New Brunswick.<sup>2</sup>

California has made a decided step forward, and we have had thirty students reporting in San Francisco. The lady who, practically, acts as secretary for our associates there, writes: "I am quite satisfied with this year's results, and my share in the work has been delightful; for many of the letters have awakened interest at once, and to answer them has been a real pleasure. We seem, this year, to have reached a class of women many of whom are of more than average ability, and all of whom are capable of profiting by the assistance, and are making good progress. All the teachers feel more than rewarded for their trouble, and feel the greatest interest in their work."

The Lending Library has become so important a factor in our work that it deserves now to be more fully described, and its value set forth. Coming into existence in the middle of our second term, by the purchase of 29 volumes, it has grown steadily in size and usefulness, till we now pos-

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<sup>1</sup> About 400 titles appear on the list of works read by the students in all departments this term; and many of these works are in more than one volume, while many students are engaged on the same work in the course of a term.

<sup>2</sup> See Appendix E.

sess 920 volumes — 842 in Boston, 78 in Louisiana — and we have circulated during this term, from Boston alone, 940 volumes to 330 persons. 248 works formed the basis of this circulation for the term. A student is, occasionally, allowed to purchase from us a book taken out from the Library, and we do not always find it best, at once, to replace these books. We have, therefore, owned at one time or another, a few more than we now state.

We have good catalogues, and the system of recording loans works well, as is seen by our few losses. Of 1,553 volumes sent out, in this term and the last, only one is now unduly absent, and, though that should have been returned some months ago, we do not despair of its recovery. If not recovered, however, it will be the only volume we have ever lost by the fault or negligence of a student. Three years ago a volume was lost in the mail, after the student had sent notice that she had despatched it, but it was of trifling value.

More than 2,500 volumes have, however, been sent out by us during the five and a half terms, from Boston, and from New York, where we had for a time a small branch library; and they go to Colorado, Texas, Nova Scotia, and to countless places less distant. The loss of two volumes, at the utmost, is small; and the books are very little injured. We have not lost two dollars of the dues we charge for the use of them, and the library always earns a small surplus, over current expenses of postage, etc.

The Society has again received kind and liberal gifts for its library. Mr. Horace Furness has presented to us four volumes of his admirable variorum edition of Shakespeare's plays, containing *Romeo and Juliet*, *Macbeth*, and *Hamlet*; with the companion volume, containing the remarkable Concordance to Shakespeare's poems, made by Mrs. Furness, with which the poems are included. Mr. William Amory has given us twenty dollars for the purchase of books; and

thirty five dollars have been given us for photographs and art illustrations. Mr. Justin Winsor has given us a copy of his useful "Readers' Hand Book of the American Revolution;" Messrs. Prang & Co. have given us a copy of their "Illustrations of the History of Art." We receive from the Providence Public Library the lists prepared there on various special subjects. Besides the actual value of these gifts, they express a sympathy most encouraging to all connected with the Society.

The value of auxiliary reading grows more and more obvious, and, in all our departments, the text-books are supplemented by such other works as aid the imagination to grasp the subject; and our lending library supplies this side-reading, as far as our means allow.

In their regular work our students obtain books, from our library, only through their correspondents; so that the selection is made wholly by the teachers. We propose now to try to enlarge still more the usefulness of the library, and to offer those who have been students with us, long enough to form not only habits but judgment, some privileges, which may, we hope, be incentives to perseverance and give the means of wider reading, needed in secluded places. An additional payment is necessary, of course, for the purchase of books; and some restrictions, on account of the labor, already considerable, which will be thus increased.

The rules we have adopted for this purpose are as follows:—

1. Reading Members for one subject.

A student who enters for a third, or subsequent term, may apply to the head of the department in which she has previously studied, for the privilege of becoming a reading member on one subject. This subject must not be the same on which she studies during the term. She will pay \$1 to the library, and the customary dues on books used, — 1 cent a day and postage returning. A list of books on the sub-

ject selected will be sent to her, from which she will choose for herself, ordering her books directly from the librarian.

## 2. Full Reading Members.

A lady who has been a student in the society for three years, and has studied some one subject for two years, may apply to the head of the department in which she has studied longest, for the privilege of becoming a full reading member, using the whole auxiliary section of the library. She will pay \$3 a year to the library, and the usual library dues, 1 cent a day and postage returning. Full lists of the Auxiliary Section will be sent her, from which she will choose for herself, ordering her books directly from the librarian.

Our financial report is as good as usual: —

Receipts, including balance from last year . . . . .	\$2,224 51
Expenses . . . . .	1,732 64
	<hr/>
Balance, June 1, 1880 . . . . .	\$491 87
Items of Expenses: Postage . . . . .	581 18
Stationery . . . . .	99 73
Secretary's Assistants . . . . .	393 84
Printing . . . . .	269 92
Books, binding, etc. . . . .	314 70
Furniture . . . . .	29 00
Expresses and small expenses . . . . .	44 82
	<hr/>
	\$1,732 64

The Health tract is still sent to every new student and associate, and copies are occasionally sold. The sales, at 5 cents a copy, have gone far toward meeting the cost of printing; so that, at this moment, \$14.94 represents the expense to us of 1,550 copies distributed gratuitously.

In the History department the usual activity has prevailed. 36 ladies did the work of this department, receiving 1,639 letters from, and writing 2,632 to students; sending and correcting 447 examinations, and exchanging

about 1,000 letters among themselves. The reading in this course has a very wide range, and the new lists for the sections of Ancient and Mediæval History include the literature of each period, as well as many illustrative works of fiction, biography, and travel. Advanced students of Ancient History have, this winter, been studying translations of Greek and Latin authors. Advanced students of the third section — Modern History — have reached the 18th century; and several in section four have completed the special course of American History. Over 100 titles appear, in the report of this department, as representing the variety of reading for the 250 persevering students.

A successful novelty has been introduced into the examinations in History, outline maps being attached to the questions, and the students being required to fill them in, for illustration of political changes and important events.

In the Science department the work was done by 27 ladies, — seven of whom were graduates of Vassar. They received from students 864 letters, sent 898, and exchanged among themselves 487 letters and 105 postal cards.

Collections of fossils and rocks are either loaned or sold to students. These have been perfected, and the Natural History Society has given us kindly help in this matter, allowing sets of fossils to be put up for our use, beautifully complete for their bulk and price. These fossils are also available in the section of Zoölogy, for students of Paleontology.

Students of Botany have had packages of seeds sent them, and leaves for examples of form. Packages of lichens, ferns, seaweeds and mosses, have been sent to a few, and among these have been gifts from the Herbarium of the Botanic Garden at Cambridge. Students also make contributions of the products of their own neighborhoods, and something like an exchange in these things may grow up.

The students of Mathematics continue to do their work in a way likely to be of value to character. One says to her teacher, alluding to a certain geometric relation: "It did not seem to me possible. But when you said it was so, I thought, until I thought it straight." This effort to think, persistently, on difficult questions, till they become clear, without the presence of a teacher or sympathetic companion, is excellent; and it is promoted, while its value, as a habit of mind for other relations, is pointed out. Teachers take up Geometry with us, in order to acquire the ability to teach it; and at least one has had direct advice as to the methods of presenting it to a class of young beginners; advice which was adopted with very happy results.

Among the books used in the Science department, we find Dr. Gray's various works in the hands of 36 of the students of Botany, while Tome's & Smith's text-books, Darwin's Insectivorous and Climbing Plants, Williamson's Ferns of Kentucky were also in use; and for Zoölogy Agassiz, Orton, Packard and Nicholson were the principal authors. In Physical Geography, Guyot had 13, Ansted 6, and Reclus 8 readers. Mrs. Somerville, Tyndall, Geikie, *The Voyage of the Challenger*, *Sculpture of the Land*, and *Thalassa*, being also studied. In Geology, Dana's various works had 18 readers, Le Conte's Elements, 11; and these were accompanied by works of Agassiz, Dawson, Geikie, Nicholson, and Hugh Miller. In Astronomy, Lockyer's books take the lead. In Mathematics, 5 students took Geometry, 1 Algebra, 2 Solid Geometry, and 3 Trigonometry.

In the Art department preferences are shown in the choice of sections;—General reading, on the History of Art, having 86 readers; Ancient Art, 7; Painting, 17; Architecture, 3; Sculpture, 2; and Engraving, 3. Fifteen ladies have done the work, receiving 1,203 letters, and sending 1,427—besides attending to 111 examinations

and 234 abstracts. In this department a collection has been formed of 41 volumes of Art Illustrations, consisting of photographs and engravings, covering the history of art from Assyrian and Egyptian to that of the present time. 13 of these volumes are made up of photographs, of which one large one is devoted to the frescoes of the Sistine Chapel; another contains a complete set of the frescoes in the churches of St. Francis at Assisi; and still another, a complete set from St. Mark's, Florence. These sets of photographs are regarded as a nucleus for a complete library of such illustrations; and, nothing similar being known to us as existing in this country, for circulation, we think it is likely to have a wide usefulness.

There is also a volume of etchings; and others contain engravings, and are devoted to architecture and sculpture. These various collections are circulated, quite independently of the lending library, and have been sent this term to 82 art students. On 220 loans nothing has been lost this term. Nothing was lost last year. Two years ago, when this collection was in its infancy (it consisted last year of only 14 volumes), one small *cahier*, of inferior prints, was lost in the mail.

In the German department most of the students were busy with German literature and its history, but some read biographies of poets and painters, and one read on music. 26 students corresponded in German, and the work of the department was done by eight ladies, who received 293 letters from students, and wrote 299. 29 of the students read works of Goethe, — six of them reading Faust, — and 18 read dramas of Schiller.

In the French department the character of the work done is serious and earnest. Six ladies carried on the correspondence, receiving 321 letters from students and sending 354 to them.

Seven students were on their second or third term of this

same subject, and were, of course, occupied with writers of the great era of Louis XIV., or of later times. The majority, however, were busy with the history of France and its literature, with such text-books as Antonin Roche, *Principaux Écrivains de la France*; Gêruzez, *Histoire de la littérature Française*, and so on; supplemented by Sismondi, St. Beuve, St. Marc Girardin, Cousin and Ampère. Systematic reading is enforced, but we are willing, as in the German department, that a special subject, like music or art, be taken up in French.

The department of English Literature, including its Shakespeare section, has a staff of 53 ladies. 2,260 letters were received from students, and 2,634 sent to them. 273 examinations were sent and the answers corrected.

In the main division the usual range of authors was taken up, and Hooker has now advanced to 126 readers for the six terms, Milton's *Areopagitica* to 212.

Illustrative and critical reading has, of course, a large place in this department, biographies, reviews, and historical works being of obvious importance for the appreciation of a great literature.

In the Shakespeare section, Schlegel, Gervinus, Coleridge, De Quincy, and Dowden are chiefly relied on, while Hudson, Mrs. Jameson, Ulrici, Knight, and works of reference on Scotland, Venice, and Denmark, and even old Hollinshed, are called on for individual cases. One of the Shakespeare students is employed eight hours a day, as clerk in a probate office, and gives some of her time, also, to studies in connection with her office duties.

A few months ago a letter was received from a former student, asking that the Society should, in some way, adapt its aid to the needs of deaf-mutes, whose average education does not fit them for our regular studies. The writer of this letter is, herself, a deaf-mute; and we now have two regular

students who are thus deprived. A fourth was with us for a time.

The needful information about the level reached, by pupils of various deaf-mute institutions, has since been received; and circulars, prepared in consequence, have been distributed to the heads of most of the institutions and schools of this kind. Offers of help in correspondence have been received, and cordial coöperation seems ready. It is not likely that very many deaf-mutes will join us at first; but we shall gladly help a few to widen their horizon by useful reading.

The widening reputation of the Society causes frequent requests for aid and information, outside the precise limits of our work. These always receive attention, and are answered with the best available means. Sometimes such efforts meet with no further response; but, occasionally, warm thanks and some correspondence result from them. Two or three girls are in training, as special pupils, till they shall be advanced enough, in years or knowledge, for our regular work.

A teacher in a public school far at the South asked for help in luring some girls away from ill-written trash to reading of a better kind, and was supplied with a mixed list of works of history and fiction, published in cheap forms (12 of these were actually purchased and forwarded for \$4.05, including postage), and she has since been advised in the purchase of books and apparatus for teaching entomology. Forty bright boys, between eight and twelve years of age, are, she says, "much interested in examining objects" (with the microscope). "I shall begin at once to teach them the classification of insects, and to dissect them. The study puts such life into my school-room."

It is always pleasant to collect testimony, from the letters of the students, to the usefulness of our work. We cannot but be glad when a student of history, who is herself a teacher, not only says, "I have enjoyed my readings more

than ever before," but adds, "I have had a very interesting class in history this winter, and I feel assured I never could have held 25 to 30 pupils right to close work, with no abatement of interest, as I think I have done, without the inspiration which I have received from my correspondence with you. I feel I have done more than that. I have created in them a desire for reading and a love for study, and they come to me to know what to read."

Another says, "I would like to tell you in a few words of the influence of the Society, directly and indirectly, on our little community [at the North-west]; but will only say that the origin and growth of our little reading club, engaged in History for two years, and just now trying to begin Geology and Botany, seems in great measure due to you."

A student of two departments says, "The annoying consciousness I had, a year and a half ago, that my mind was growing rusty, and that I was actually getting too indolent to use it, is being displaced by a happier feeling. Isn't it wonderful that one can have so great influence on another life so far away?"

Another says, "I find, whatever I read, the little deepening of the channel of my mind, and the widening of its horizon (for which I am indebted to your Society's kind offices), has given me very great satisfaction."

Again this appears, "The ladies of the Society seem to have large hearts, and to keep the doors of them wide open to take in all mankind. I hope they will have their reward. They can never know the good they do; how the circles widen, on, on, beyond their ken. I am struck with the influence even *we* have, and many things make us especially secluded."

An illustration of these widening circles occurs in a letter received last autumn, and referring to our last annual report. In that report an estimate was made of the number who had read, under our influence, the first book of the Eccle-

siastical Polity of Hooker. The writer of the letter, living in a Western State, says, "Your estimate of the number who have read Hooker might have been placed much higher, for, doubtless, many students have done as I have, influenced all their friends to read him. I also recommended the work to a lady, who has a large reading circle meet at her house, consisting of lawyers, clergymen, doctors, and literary men, with their wives and daughters. She read it to them, and they discussed it, and were all charmed with it."

When the report had been read, two papers written by students were read; the first, "Are the French a frivolous nation?" written by Mrs. Mary Furlong, of St. Louis, Missouri, a student in two departments; the second, "Shakespeare as a dramatist," written by Mrs. Belle P. Drury, of Orleans, Illinois, also a student in two departments.

The managers having, through the annual report, addressed their students and their guests; and the students, through the essays, having taken their share in the proceedings, two among the guests now expressed their sympathy and interest, encouraging the various members of the society in their efforts to teach and to learn, and congratulating them on the success already reached. Prof. Francis J. Child, of Harvard College, and Professor William H. Niles, of the Massachusetts Institute of Technology, made some well-timed and agreeable remarks, after which the Seventh Annual Meeting was dissolved.

## APPENDIX A.

		Entered.	Persevered.	Dropped.	Excused.
Department I.	History,	331	252	13	66
"	II. Science,	126	115	2	26
	Two sections taken by	17			
"	III. Art,	120	86	2	32
"	IV. German,	50	45		5
"	V. French,	39	33		6
"	VI. English Lit- erature,	407	318	19	70
		<u>1,090</u>	<u>849</u>	<u>36</u>	<u>205</u>

## APPENDIX B.

Rank Lists based on reports of Departments.

		1st Rank.	2d Rank.	3d Rank.	Totals.
Department I.	History,	74	117	61	= 252
"	II. Science,	29	59	27	= 115
"	III. Art,	40	41	5	= 86
"	IV. German,	24	19	2	= 45
"	V. French,	17	16		= 33
"	VI. English Lit- erature,	105	168	45	= 318
		<u>289</u>	<u>420</u>	<u>140</u>	= 849

## APPENDIX C.

		Letters received from students.	Written to students.
Department I.	History,	1,639	2,632
"	II. Science,	864	898
"	III. Art,	1,203	1,427
"	IV. German,	293	299
"	V. French,	254	321
"	VI. English Lit- erature,	2,260	2,634
		<u>6,513</u>	<u>8,211</u>

In the History Department about 1,000 letters and postals were exchanged by the staff (429 going from the head to the assistants); in the Science Department 542 letters and postals passed within the staff. The other departments have made no report on this point.

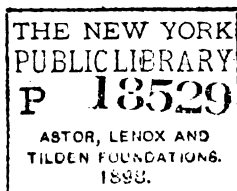
## APPENDIX D.

Examinations.	
Department	I. 447
"	II. 59
"	III. 111 and 234 abstracts.
"	IV. 0
"	V. 0
"	VI. 273
<hr/>	
890	

## APPENDIX E.

Massachusetts . . . . .	190
New York . . . . .	166
New England . . . . .	124
Middle States (Penn.; N.J.; Del.; Md.; Va.; W. Va.; D.C.) . . . . .	202
Middle Western States (Ohio; Ind.; Ill.; Iowa; Kansas) . . . . .	91
N. Western States (Wis.; Min.; Mich.) . . . . .	29
S. Western " (Mo.; Ken.; Tenn.) . . . . .	21
Southern " (La.; Texas; S.C.; N.C.; Ala.; Miss.) . . . . .	20
Pacific States (Cal.; Oregon; Nevada) . . . . .	31
Western " (Neb.; Col.; New Mexico) . . . . .	5
Canada . . . . .	8
<hr/>	
887	



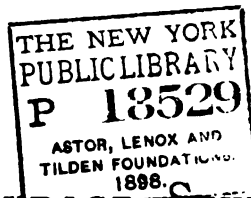


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

EIGHTH ANNUAL REPORT.

1881.



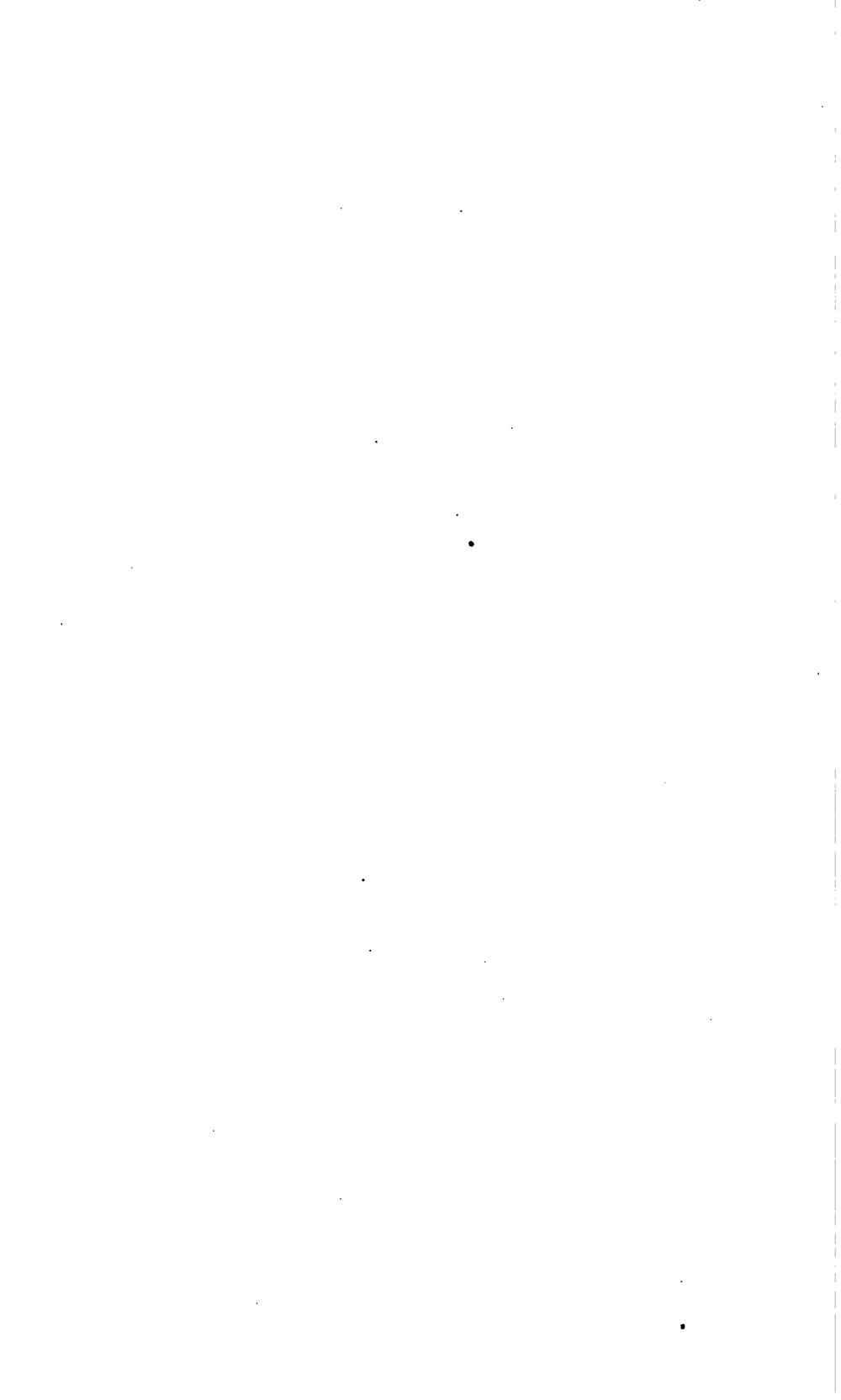


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

EIGHTH ANNUAL REPORT.

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ROCKWELL & CHURCHILL.  
1881.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## EIGHTH ANNUAL REPORT.

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The first Thursday of June being the day appointed for the annual meetings of this Society, the eighth of these anniversaries occurred on the second day of June, 1881. The members of the Society — students and managers — began to meet at 11 o'clock, at the residence of the Secretary, 9 Park street, Boston.

One hundred and twenty-two students were present, — about one-half of them from Boston and other places in Massachusetts, — some from other New England States, several from Philadelphia, from New Jersey, and from the State of New York, including Niagara Falls. One came from Richmond, Indiana; one from Cleveland, Ohio; one from Frederick, Maryland; and one from Moundsville, Virginia.

Eighty-one ladies of the staff were present, two from Virginia, one from Maryland, others from Philadelphia, New York City and State, and nearer places.

The meeting having been called to order by the Secretary, and all present being seated, — students in one room, members of the staff in the other, — short reports were read from each department, and every one engaged in the work, who was present, was introduced to the students.

An essay was then read "On the Progress and Value of Mathematical Studies," written by Mrs. F. N. Cottrell, of Jamestown, R.I., a student in the section of Mathematics,

and also in the department of English Literature. Another paper on "The Renaissance," by Miss Lucy Skeel, of Newburgh, New York, a student in the Art Department, had been selected to be read at this point of the meeting, but was omitted for want of time.

At half-past twelve o'clock thirty-four guests arrived. Dr. Samuel Eliot, chairman of the General Committee of the Society, opened the second part of the meeting, and called for the Annual Report of the Secretary, which was then read.

## SECRETARY'S REPORT, 1880-81.

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At the end of a term in which we can feel, as we now do, that our Society has taken a step forward, and has grown in a satisfactory manner, we are not a little tempted to self-gratulation; but we take this success as a pleasant form of encouragement, and add the new dividend, by way of compound interest, to the stock of cheerful confidence already accumulated.

Our working staff of 174 ladies — all volunteers — has endeavored to do its full duty by the 960 students whose names were entered during the past eight months; and, of the 960, the greater number have responded cordially to our efforts.

Many students, as usual, desire to undertake more than one study, and thus a requisition was made for 1,181 correspondences. It is a mistake to attempt prematurely two or more courses, not only on account of the thoroughness demanded by our methods, but because some of the advantage is thus lost of learning how to pursue a special line of research. Hereafter beginners will not be allowed to do this; though, after some experience of our methods, any student may, if her correspondent approves, add another to her first study.

534 new students joined us during the term, leaving 426 to be accounted for by previous records. Of these old students we find 205 taking their second year's work; 109 their third; 72 a fourth; 23 a fifth; 16 a sixth, and 1 a seventh. Now and then an enthusiastic friend tells us that she hopes to study with the Society all her life!

To these continuing students must be added 36 of our old pupils who are now among our workers, instructing others, and at the same time, as they assure us, improving themselves.

One of these joined us in *our* earliest infancy, and was among our students for six years. Another also joined us in our first term, and, being pressed into the service after three years of study with us, did important work as head of a section, until this winter, when she was obliged to desist on account of her health. Four others, admitted in 1875 as students, worked three and four years before advancing. One former student is now a valuable and efficient head of department, and three others are on the committee.

This system of drawing teachers from among the students is a subject of great importance to us, and one to which we always apply our best judgment; while the readiness with which our demands are met shows a disinterested purpose of using for others any benefits received.

We have met with traces of an idea that, in advancing students to be teachers, we place girls under the care of other young girls; but this is not the fact. 41 have thus changed their position in the Society, and only four of them were under 24 years of age, most of them being well beyond that line. 5 have retired from actual work (one of the four youngest withdrew to study medicine) though one remains as an honorary member of the committee, who may be counted on in future.

We are so often asked about the origin and history of this Society, that it may not be amiss, on its eighth anniversary, to tell its simple story.

In June, 1873, some papers of an English Society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange

of letters with the English Secretary added very little to the interest already excited. The methods of the English committee were not suited to our views, as they offered, at that time, no correspondence, but simply sketched out courses of reading and plans for botanical or art-work, to be carried on without assistance for a year, after which the students were expected to go to London, for a competitive examination with prizes. The managers found they had no success where the families did not sympathize in intellectual pursuits, and they had little satisfaction in any student who did not take the annual examination.

No further intercourse has been held with this English society. Another association, called "Instruction by Correspondence," has grown up in England, which is more like ours, but in which the individual teachers seem to work quite independently.

Our committee consisted of ten persons, when it began its existence in the autumn of 1873; and six of its members undertook the entire correspondence with 45 persons, who entered as students during the first term.

This committee was formed with only two points of method settled, namely, that there *should* be a regular correspondence, and that there should *not* be competitive examinations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The readers must make notes;" to which another answered, "That is useless, for, as soon as a fact is written down, it is discharged from the memory and forgotten." "Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years; and we now rely upon frequent examinations, — on books or portions of subjects, — and upon the records kept during the term by the correspondents, for ranking the students.

Our first plan was made with reference to girls leaving school, who are not prepared, by the regular intellectual routine of girlhood, to unite study with home duties and social pleasures. We soon found, however, that these were not the only persons whom we could help, and that others, older and more experienced, were quite as eager to join us.

One feeling, which we had at the outset, has, either actively or passively, always influenced our action; it is that *home* study for women should be as little as possible associated with public notice and external excitement.

The kind notices of our Society, which appear from time to time, gratify us very much, especially by opening new opportunities for our work; but we have never sought them, and they give us the more pleasure because they are unsolicited and spontaneous. We are always ready to furnish information on request, and usually do so by printed papers; but we do not offer it, and we have never, in a single instance, advertised.

Again, — we desire always to use our influence in showing women that intellectual pursuits may be, and should be, associated with the practice of household duties, and with the growth of heart-kindliness in all domestic and social relations. The mental powers and enthusiasm awakened in one direction ought to quicken the whole nature.

Our organization was made very elastic, and free from rules, so that it has needed only to develope; and if, on the one hand, increasing numbers have compelled us to resort to a little more red tape, yet, on the other hand, the intellectual work in each department has been more and more adapted to promote thought on the subject studied, while the attention to individual needs is as great as ever, perhaps greater, since the average number of students assigned to each correspondent is diminished.

That we can help other classes than young girls is evident from the number of professional teachers who join

us, — this year 134, — some of whom go on from year to year; 63 of the 134 having studied with us before. The range of local and worldly position, also, is always very great, — from girls in cities, with large allowances, living in luxury, to those in secluded places, several miles from any post-office, who cannot even pay our small fee, or, if they pay that, cannot pay for books.

From all these various classes come our 960, of whom 732 persevered, studying at least four months and having some rank assigned them. This means 76 per cent. 39 individuals have been dropped, — which is 4 per cent., — and the rest withdrew, or failed with sufficient excuse, or could not have rank under our rule, because they had studied less than four months, though, in some instances, they did well.<sup>1</sup>

For the relative attractions of the different departments we find the following figures: —

History was entered by	.	.	.	.	.	366
English Literature	.	.	.	.	.	398
Art	.	.	.	.	.	134
Science	.	.	.	.	.	133
German Literature	.	.	.	.	.	57
French Literature	.	.	.	.	.	54

9,349 letters have been written to students, 8,453 letters have been received from students, in the regular processes of study. A proportionate number has been exchanged between members of the staff, and the Secretary has received, from all quarters, 4,400, replying partly by printed matter to the extent of 3,700 sendings, and partly by 2,800 written answers from herself or her assistants.

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<sup>1</sup> The 732 who took rank were divided thus: 258 in Rank 1; 399 in Rank 2; 75 Rank 3.

See Appendix A.

Geographically we still have representatives from 36 States of our Union, from three provinces of the Dominion of Canada, and from Bermuda.<sup>1</sup>

In California our work is limited to a few, but, in turning over the papers sent us from there, we find proof that what is done there is done with judgment and excites interest.

The lending library, in Boston, has increased to 1,055 volumes, while 78 other volumes still remain in Louisiana. During the eight months of the term 967 volumes were sent out from Boston; but, if we include books sent out during the summer of 1880, the circulation amounts to 1,127. The recipients were 386 persons, of whom 319 were students (22 receiving their books free of charge) and 67 were ladies of the staff engaged in the work of instruction. The number of *works* circulated was 297.

Eight persons have made themselves Reading Members, by a special payment, but they have used the library very little.

Since our library existed, we have sent out more than 3,500 volumes, to all parts of the country; and, except a few still out on this winter's accounts, all have returned but four.

One was lost in the mail in 1877, and this winter three have never reached their destination. In these late instances the places to or from which the books were going were in the West and North-west, and they occurred in the time of storms and floods, so that we presume some casualty caused their loss. When despatching one of them, from Kansas, the student wrote that she had been unable to send to the post-office for a long time, and, owing to the weather, fuel had become so scarce they were reduced to one fire for all purposes, while guests had been forced to stay weeks instead of days, and she wrote on coarse wrapping-paper, because no other could be procured.

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<sup>1</sup> See Appendix F.

No student, thus far, has failed to return a book, sooner or later, unless she purchased it from us.

We have received, since our last Report, our largest gift, \$100 from Mr. William Amory. This we spend for books, and take pleasure in placing his name in each volume.

The treasurer's account shows a balance of \$554.99.<sup>1</sup>—Our receipts have been—including balance from the previous year—\$2,493.32, and our expenses \$1,938.33.

In our First Department, that of History, a great deal has been done during the year to perfect the courses of reading. Examinations are numerous, having outline maps added to the questions, and the head of the department attends personally to every examination, beside superintending all the work of new associates. The letters written by the ladies of the staff, to the students, amounted to 3,751, an average of 87 letters going from each of the 43 ladies belonging to this department.<sup>2</sup> Still the chief work has been turned towards increasing interest, developing thought and giving reality to the facts of history, through the choice and classification of books.

Study by topics, — already in practice in the section of American History, — with a number of books assigned for consultation, and the results of this kind of research given in the monthly reports, arouses attention and interest, and compels the use of thought. This will gradually be introduced in all the sections. At present the study of Ancient, Medieval and Modern History — constituting the first three sections — is based on lists each divided into three parts, — a working list of text-books ; an auxiliary list,

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<sup>1</sup> See Appendix G.

<sup>2</sup> For details of statistics in all the departments, see Appendices.

including biography, history, fiction, and contemporary literature; and a reference list, by which individual students may be guided if they wish to go farther than the majority.

Nearly 200 titles appear on the lists of books actually used by students in the work of the term in History, 66 text-books and 123 auxiliary works. The largest number of books read by one student was 33.

366 having entered for History and 270 taking rank, there were, also, 35 who did good work, but could not have rank because they did not study four months, which is our lowest limit.

In the Second Department, that of Science,—including a section of Botany and Zoology; another section of Geology and Physical Geography; and a third of Mathematics and Astronomy,—the work is very interesting and progressive. The method of teaching Science has changed much in the eight years of the existence of this Society; and we recognize, also, the greatly increased interest taken in it and knowledge possessed of it by women, through the change, not only in the demand for it on the part of our students, but in our own ability to meet this demand.

The teaching grows more and more specialized and objective. The student is taught rather to observe and find out, than to rely on being told. One student says, "I have really learned a great deal in these five months, although it may not appear so, and I wish to thank you for teaching me very much about how to study." Another refers to the habit of drawing from specimens, as teaching one how to observe more closely, and says, "I find it has that effect in my own case."

There is a constant increase in the number of those who desire to follow special lines of study, and are willing to do

real work; and our ladies prepare themselves, more and more carefully, to meet such cases.

A lady of the staff touches on one of the difficulties met with in all the departments, when she writes, "What can you do with a woman who teaches all day in a public school, and who has company to entertain and sick people to care for out of school hours? How be strict with her, even if she reads and studies but little?"

Another of the staff shows a more cheerful side of the common experience, when she says of a student who was at first a discouraging specimen, "She seems so grateful to us for insisting upon the notes, that I think we can feel we have done missionary work in one quarter at least."

Specimens for study and analysis are sent, more and more generally, for both the sections of Natural Science. The Botanical section is much indebted for specimens to be thus used to Professor Goodale of Harvard University, to Miss Hallowell, Professor of Botany at Wellesley College, and to Professor Hyatt of the Natural History Society, the last of whom has furnished 300 named specimens this term.

The students themselves are beginning to assist in this direction, by collecting and forwarding specimens.

Mineralogy has been eagerly studied by two with blow-pipe analysis,—a process which it requires much perseverance to use at home. The blow-pipe tools were sent them by their correspondents, with instructions how to use them.

Some advanced reading has been planned in connection with the Geological Course, opening the subjects of Archæology and Ethnology, as exhibiting the relation of the researches about Prehistoric Man, with the study of the formation of the earth on which he dwelt.

In the third section the somewhat unexpected result is reached, that the study of Mathematics, originally introduced as preparatory to Astronomy, proves to be separately attrac-

tive. A short essay has been sent in by one of the students of mathematics, in which she says, "The object of study is not merely the acquisition of knowledge, but the improvement of every intellectual faculty, and this in order to secure a better conduct of life. The study of Geometry especially educates the eye and hand; concentrates the attention, assists in detecting similarities as well as differences, and leads the mind gradually upward step by step. . . Women having less intercourse with the world than men, and so being hindered from forming judgments by observation, especially need a study which shall develop and strengthen the reasoning powers. In this age of hurry and worry, and anxiety to reach the second step before taking the first, our young people will do well to pay much attention to mathematical studies."

One of the students of Science writes, "If I allowed my interest to decline all these years," — until the children who need her care are grown up, — "I know it would be dead, beyond all hope of resurrection by that time. I know, too, that it is just as essential to the moral and intellectual welfare of my family that I keep my mind bright, as it is to their physical condition that I make shirts and darn stockings."

One ardent lover and observer of nature, who, without any scientific instruction, pursued zoölogical studies after her own fashion, by shooting and stuffing birds, joined us for her first regular study. She made good progress, and passed some time in New York, where facilities were procured for her, by her correspondent, for study in public collections. There she attracted the notice of a naturalist, who recommended her to a place as assistant to a distinguished professor at one of our highest universities, a position for elementary work in sorting and arranging specimens, but very desirable for its opportunity of study and opening for the future. When she entered this position she withdrew from us, having been with us less than two years.

133 students entered the Science Department and 83 persevered. 35 ladies carried on the correspondence.

The Third Department deals with the history and criticism of Art; and, while taking the student through one important work like Lübke's History of Art, gives her — if desirable — 13 other works which illustrate passages of the main work, and furnishes to her in succession 20 volumes of wood-cuts and photographs, prepared for this department and adapted to use with Lübke. As she continues her study, other volumes of large photographs may be sent her; and, if Burkhart's Renaissance is assigned her as a text-book, she will have selections from 18 other titles for collateral reading.

134 persons having chosen this subject, 103 persevered. A large number of these were engaged with Lübke, and 183 volumes of auxiliary reading were used, while the circulation of the 58 volumes of Art Illustrations amounted to 307.

This system, carried out with so much zeal and pains, renders the subject fascinating; while, as in the Science course, the eye is trained and the power of discrimination practised, so that the reading of books serves as a guide to the judgment, rather than as an end in itself.

Examinations in this department have increased threefold, amounting to 309, and this increase has been found beneficial.

18 ladies took charge of the correspondence on Art.

The two departments of foreign literatures are always numerically the weakest with us, but excellent work is done in each.

The head of the German Department says, in her special report, that the students under her care belong to a class "who find time enough for improvement without stealing it from recreation or repose, and who have means enough to purchase their own books, even expensive ones, which accounts for the very limited use made by them of our lending library." Half the German students have been with us several terms, and the work done is so good that of the 49 who persevered 24 stood first, 23 second, and only 2 were placed in the shade of Rank 3. A large number of these carried on their correspondence in German. 9 ladies formed the staff of this department.

Anything like systematic study of French literature would seem, by our experience, not to be generally attractive to the Anglo-Saxon mind; yet, by mingling national and literary history, and taking the *esprit* of clever French critics into our service, we find it possible to create interest and bring out some good results.

At least we have the satisfaction of being able to place in the hands of our students works of general criticism which are sound and trustworthy; and on our lists ten titles appear of these general text-books, with 17 works for illustrative reading, beside two or three English books as auxiliaries. Many of the 34 persevering students of this subject appeared interested, and were themselves interesting to their correspondents, of whom thirteen carried on the work of the department, writing 403 letters to the students in the course of the term. One new result of the work appears this year, in a French essay. Eight or nine students corresponded in French.

In our English Literature Courses, the Sixth Department, no special novelties have arisen. The zeal of the 56 ladies who carry on its work was proved last year by their desire to be supplied — for their private studies — with a list of books supplementary to that from which they make selections for their students. The result was two lists, prepared by some of their own number, — a main list consisting of 102 authors to be studied, and a collateral list of nearly 100 titles of books or articles to be used for illustration.

The usual course has been pursued with students. Some historical and chronological information is secured by the use of Stopford Brooke's Primer or Spalding's History of English Literature, Green's Short History of the English People, and Chambers' Cyclopedia. Every author studied later is accompanied by illustrative reading, and the latest publications are watched for available material of this kind.

We take some pleasure in estimating the amount we do of one kind of missionary work, that of promoting the reading of old Richard Hooker's First Book of Ecclesiastical Polity, and Milton's Areopagitica. Hooker has been read this term by 18, making 144 who have become acquainted with him through us directly, and Areopagitica by 30, making 242 in the whole.

The Shakespeare section has been full of diligence and enthusiasm, and has many channels of influence in different parts of the country.

One English literature student thanks us "for helping women to *think*, and to forget for a time each day the commonplace monotony of domestic life," adding, "This is the only woman's rights I want, to see my sisters use their brains to elevate the standard of the sex."

Out of the whole number of Essays produced by the students at the end of the term, only a part reach the special committee. Of those which so arrived at head-quarters the subjects are "Primitive Man," "The Feudal System" and the "Government of the United States," coming from the History department; "The Vegetable Cell," "Ancient River Gravels," and "The Progress and Value of Mathematical Studies," from the Science department; "The Renaissance;" "Medieval and Renaissance Art compared," "The Acropolis of Athens," from the Art department; Essays on "St. Louis," in French and in English, from the French Department; "English Literature as an instrument of Reform," "Some Prose Writers of the Elizabethan Era," "De Quincy and Charles Lamb compared," "Dickens and Thackeray compared," and "Sketches of Lamb" and of "Burke," from the general course of English Literature.

We are greatly interested in the recent creation of the Young Men's Society for Home Study, — which, by inducing our Chairman to fill the same office for them, has established a real link of union with us. They have begun with an unexpectedly large number of students, and have had the satisfaction of obtaining so much good assistance that none of their volunteer teachers need be oppressed with work. They have also found a great readiness on the part of those to whom they applied to give a helping hand. The gentlemen who have undertaken it have our entire sympathy, and we count on a beneficial interchange of experience and suggestions.

After the report had been read, an essay on "St. Louis," written in French, by Miss H. L. Bradley of Portland, Maine, was read by Miss Viaux (Miss Bradley's correspondent in the Society) ; and an essay on Prehistoric Man, by Miss M. E. Parsons, of Montclair, New Jersey, a student in the History Department, was also read.

The annual report had now been presented by the managers to the students and guests ; the papers written by students had represented their share in the work of the term ; and, in conclusion, the Rev. Dr. James Freeman Clarke made a short address, expressing his warm approval of the methods and his pleasure in the success of the Society.

Prof. Byerly, of Harvard College, said a few words about the kindred Society for Young Men, in which he is head of the Department of Mathematics ; and Dr. Eliot closed the meeting with some remarks, attributing the success thus far gained by the Ladies' Society to an enthusiasm for the performance of duty in all connected with it, which he hoped to see continue.

## APPENDIX A.

		Entered.	Persevered.	Dropped.	Excused.
Department	I. History,	866	270	14	82
"	II. Science,	133	83	4	46
"	III. Art,	134	103	4	33
"	IV. German,	57	49	—	8
"	V. French,	54	34	—	20
"	VI. English Literature,	398	274	17	101
		<u>1,142</u>	<u>813</u>	<u>39</u>	<u>290</u>

37 students entered for 2 different sections of the same Course, and 1 for 3 sections. These 39 are to be added to 1,142, and make the 1,181 correspondences asked for.

## APPENDIX B.

## Rank Lists based on reports of Departments.

		1st Rank.	2d Rank.	3d Rank.	Totals.
Department	I. History,	86	151	33 =	270
"	II. Science,	33	42	8 =	83
"	III. Art,	41	58	4 =	103
"	IV. German,	24	23	2 =	49
"	V. French,	11	21	2 =	34
"	VI. English Literature,	92	157	25 =	274
		<u>287</u>	<u>452</u>	<u>74</u>	<u>813</u>

This includes many who took two and three courses.

## APPENDIX C.

		Letters written to students.	Received from students.
Department	I. History,	3,751	8,500
"	II. Science,	972	880
"	III. Art,	1,084	1,048
"	IV. German,	423	396
"	V. French,	403	309
"	VI. English Literature,	2,716	2,320
		<hr/> 9,349	<hr/> 8,453

## APPENDIX D.

		Examinations.
Department	I. History,	477
"	II. Science,	74
"	III. Art,	309
"	IV. German,	0
"	V. French,	10
"	VI. English Literature,	309
		<hr/> 1,179

## APPENDIX E.

		Divisions of Staff.
Department	I. History,	43
"	II. Science,	35
"	III. Art,	18
"	IV. German,	9
"	V. French,	13
"	VI. English Literature,	56
		<hr/>
		174

Deduct those who teach in more than 1 course = 5.  
 Add 3 Librarians and 2 Secretaries (1 in California).

## APPENDIX F.

Massachusetts . . . . .	206
New York . . . . .	167
New England . . . . .	137
Middle States (Penn.; N.J.; Del.; Md.; Va.; W. Va.; D.C.) . . . . .	215
Middle Western States (Ohio; Ind.; Ill.; Iowa; Kansas) . . . . .	93
North-western States (Wis.; Minn.; Mich.;) . . . . .	47
South-western States (Mo.; Ken.; Tenn.) . . . . .	18
South-western States (Neb.; Col.; Dak.) . . . . .	7
Southern States (La.; Texas; S.C.; N.C.; Ala.; Miss.) . . . . .	34
California and Oregon . . . . .	18
Canada . . . . .	18

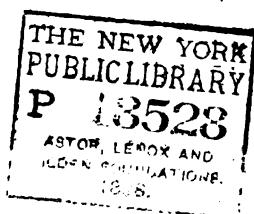
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 960

## APPENDIX G.

		Expenses.
Items,	Postage,	\$436 21
	Stationery,	86 70
	Secretary's Assistants,	444 00
	Printing,	424 67
	Books, Binding, etc.,	391 05
	Furniture,	139 42
	Express and small expenses,	16 28
		<hr/>
		\$1,938 33
Total,	Receipts,	\$2,493 32
	Expenses,	1,938 33
		<hr/>
	Balance,	\$554 99





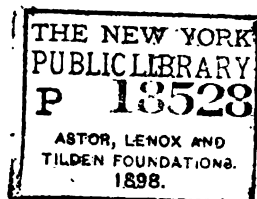
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SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

NINTH ANNUAL REPORT.

1882.



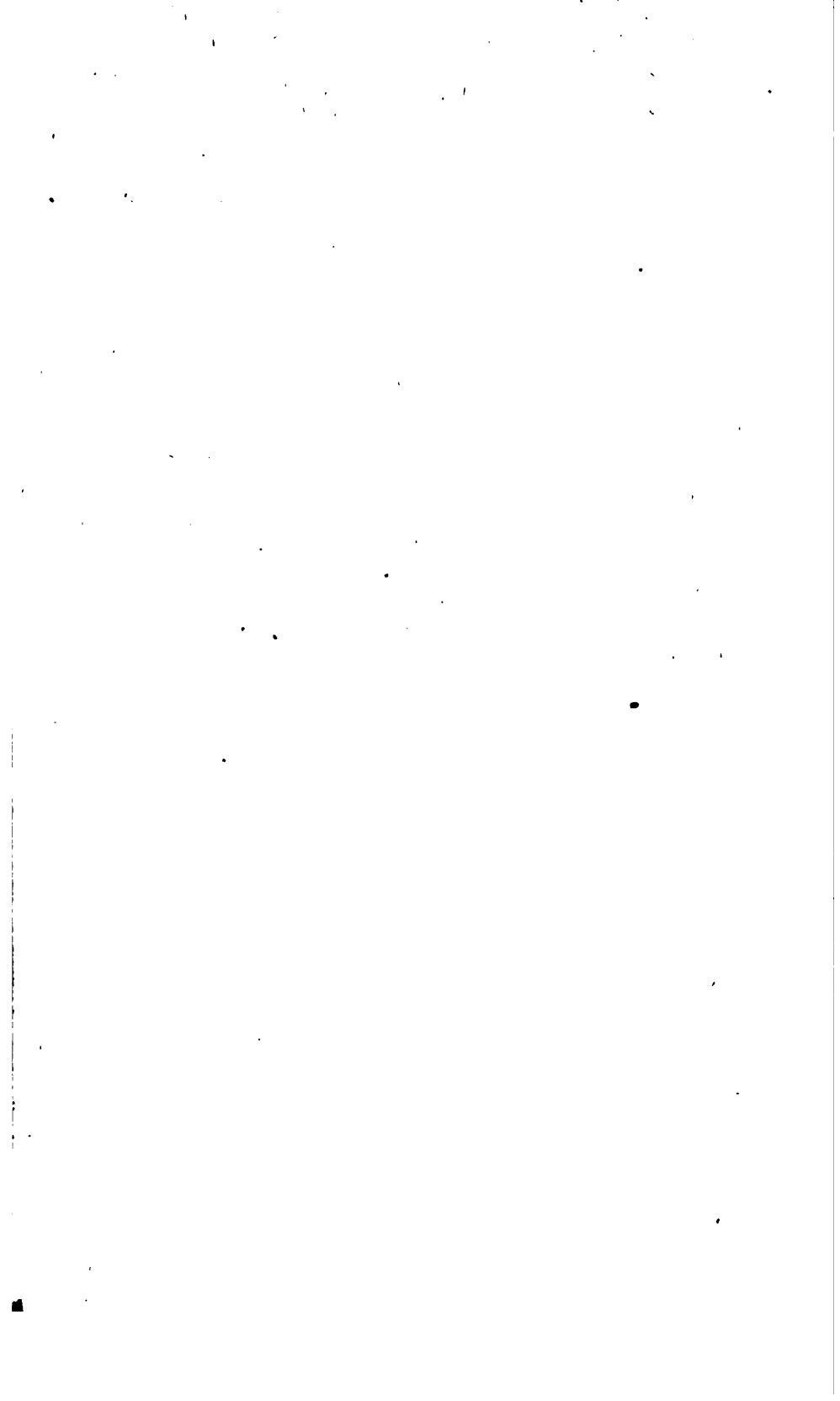


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

NINTH ANNUAL REPORT.

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ROCKWELL & CHURCHILL.  
1882.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## NINTH ANNUAL REPORT.

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The Ninth Annual Meeting of the Society to Encourage Studies at Home occurred on Thursday, June 1st; the students and the ladies who conduct the work of the Society assembling at 11 o'clock, at the home of the Secretary, 9 Park street, Boston.

Ninety-eight students were present, some from Michigan, Pennsylvania, and the District of Columbia.

Sixty-six ladies of the Committee and Associates also came.

During the hour from 11.30 to 12.30 short special reports of the six departments of study and the library were read; and all those present who had been engaged in the work of instruction were introduced to the students. Two essays were also read, one on "Salem Witchcraft," by Miss Gelia H. Tewksbury, of Boston, a deaf-mute, studying in the History Department; and one on "Spring flowers," by Miss Agnes W. Lendrum, of Newburgh, N.Y., a student in the Science Department, this essay being illustrated by beautifully prepared pressed flowers, which were shown.

At 12.30 Dr. Eliot, the Chairman of the General Committee of the Society, and a few guests arrived, and the more formal part of the meeting was opened by Dr. Eliot.

An essay was then read on the "Expression of Ideas in Art," by Miss Jeanie McLea, of Halifax, N.S., a student in the Art. Department; and another, on the "English Novel," by Mrs. F. N. Cottrell, of Jamestown, R.I., a student in two departments, Science and English Literature.

Then followed the Annual Report of the Secretary.

## SECRETARY'S REPORT, 1881-82.

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The principal facts of our ninth term are simply these: that 988 persons entered their names for study with us, and 732 studied at least 4 months, thus becoming entitled to some rank under our system.

This is the largest number we have ever entered, and there are no signs of abated interest in any part of our dominion. Indeed, some proofs of persevering zeal are worth noticing. The first two names on our accounts of fees received, entered nine years and a half ago, now represent a head of department, and an associate teacher who has never dropped her connection with us but for one term.

184 ladies have been engaged in the work of instruction,<sup>1</sup> and, of these, 41 joined us originally as students, three being now on the Committee.

These ladies have kept up their usual activity in correspondence, writing 9,466 letters, 8,452 to students (the rest exchanged among themselves on matters connected with their work); and receiving from students 7,424, or somewhat less than they sent.<sup>2</sup>

The Secretary received, during the year, 5,143, and sent 2,546 written or partly written answers, beside stacks of printed circulars and pamphlets.

The new students of this term counted 555, so that we were rejoined by 433; 2 for their eighth term; 7 for a seventh; 10 for a sixth; 48 for a fifth; 60 for a fourth; 97 for a third; and 209 for a second term.

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<sup>1</sup> See Appendix E.

<sup>2</sup> See Appendix C.

33 have been dropped, —  $3\frac{1}{2}$  per cent. of the whole, — on the ground of two consecutive months of unexplained silence. When we are asked what punishment we inflict upon the negligent, we answer simply, "We leave them to shift for themselves;" but we distinguish between those dropped for negligence, and those who withdraw giving a reason for their inability to continue.

Of those who withdrew, or who, entering late, studied less than four months, there were 223.

Those who persevered at least four months and never suffered themselves to be dropped — though some withdrew after the four months — number 732, and are divided into three ranks. Our valuation is based, so to speak, on the diligence of the student as well as on the progress due to her natural ability and power of attention. We find 294 in Rank I., the highest; 380 in Rank II.; 58 in Rank III., the lowest.<sup>1</sup>

One improvement has been accomplished this year, as we have succeeded in restraining the desire to study several subjects at once; and we regard this as a better state of things for the students, since they not only gain in the thoroughness which they can put into their work, but they have the pleasure and advantage of pursuing a special line of research. Last year our 960 students asked for 1,181 correspondences, — one additional to every fifth student. This year 988 asked only for 1,051, — one to every fifteenth student.

We think we find a result of this concentration of work in the rank of the students, of whom there are fewer in the lowest rank than before; 8 per cent. against 10 per cent. last year, and 13 per cent. two years ago; — and in the

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<sup>1</sup> These numbers are what appear after elimination of double studies. When a student takes different rank in her different studies, she is placed in the highest of the two or three. The ranks in each department are found in Appendix B.

columns of our Record Book, where the regularity of reports is entered, and where, for instance, we find that the number of those who reported 7 or 8 times (8 monthly reports being all that are possible) is 16 per cent. above what it was last year; and the number of those who reported regularly after they began is 32 per cent. more than last year.

We must admit, however, that among the exceptional cases there are students, having both leisure and ability, who do well in two subjects, and even one who takes first rank in each of three studies.

The usual relative proportions of the departments are maintained. History and English Literature have always run side by side, sometimes one, sometimes the other, gaining precedence. Art and the Sciences are also closely paired, only a difference of 7 between them this year; and the two foreign literatures, German and French, move together, the German, however, leading.<sup>1</sup>

We always feel an interest in the teachers who join us for study, and this year we have a larger number than ever before,—154; nearly 16 per cent. of our whole studentship, while our highest previously was 14 per cent.

We have had 4 free students, paying nothing whatever; and 14 receiving books from our lending library free from our light charge of half a cent per day.

5 deaf-mutes have been our students; and a sixth, after studying with us 4 years, became one of our associate teachers 2 years ago, and takes charge of 4 of her companions in misfortune, seeming to enjoy this means of taking her place among the workers of this busy world.

Many industries, and all grades of social position—above absolute penury and ignorance—appear among us, and, except for the distinction of sex, where we modestly

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<sup>1</sup> See Appendix A and B.

divide the field with the Young Men's Society, we regard no differences, making no account of age or wealth, color or race.

A telegraph operator, a compositor, a matron of a public institution, a railroad treasurer, acting also as paymaster and going up and down her road in that capacity, a colored teacher at the South, another colored woman well married at the North (some of these among our best students), can have with us the same opportunities as their wealthier sisters, who, like them, value their studies with us as means to higher development, wherein wealth or poverty may hinder alike.

In age we make no distinction, except by excluding the very young; and while we find more than three-fourths of our students between 20 and 50 years old (more than half are between 20 and 30, and one-fourth between 30 and 50), there are a few whom we feel inclined to honor with special respect for studying after they have passed their half century. Mothers join us expressly on account of the young children to whom they wish to make study attractive; and grandmothers have joined us in order to be associated in the same interest.

Our geographical distribution is wider than last year, as we reach 39 States and 3 territories, beside 3 different provinces of the Dominion of Canada.<sup>1</sup>

We have more student-members than before in the southern and south-western States; and this gives us genuine pleasure, for we feel that in all such intercourse there must be mutual benefit. In Missouri, Kentucky, and Tennessee we have nearly twice as many as last year; and in the more southern region, Louisiana, Texas, North and South Carolina, Alabama, Mississippi, 35 per cent. more than last term.

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<sup>1</sup> See Appendix F.

Pleasant reports come from California, our friends there writing that they feel their *best* work has been accomplished this year, and all uniting in expressions of great satisfaction with the quality and amount of study. 28 students joined us on the Pacific coast, and the percentage of earnest work is greatly increased.

Our Lending Library becomes, of course, more important every year, and, although it is still but a small collection of books, it is very essential to our success in helping those who have not access to public libraries, nor means of purchasing freely; and it is, so far as we know, the pioneer in this country in the attempt to base its work on a disregard of geographical space in the circulation of books. During this term we have circulated 1,119 volumes, and during the summer of 1881, 113 volumes were in use, making for the year 1,232.

The increase on last year is only 105 volumes, 9 per cent., in spite of the reduction of our charge by one-half; but the gain is in the increased number of those who use the books, — 354 students, instead of 319; beside 60 ladies of the staff, who, as they profess to think their intellectual profit greater than that of their pupils, — one of them says, “I shall be very wise some day, if I continue to teach!” — should surely be counted among the beneficiaries of the library.

Since the first book was purchased by the Society, Nov. 21, 1874, the whole number of volumes acquired, according to the Accessions Catalogue, is 1,351. Of these 33 have been sold to students at various times; and as we now account ourselves to possess 1,308 volumes, we must set down 10 as lost, though some, perhaps, are not beyond recovery. These losses have occurred on a circulation of nearly 6,000 volumes sent to Texas and Dakota, Canada, Florida, California, and numberless intermediate places, with no hold on their borrowers save conscience and honor. 6 volumes have been lost in the mail, in different years; and the loss of the

remaining 4 must be attributed to the carelessness of students. The condition in which the books appear after their travels is remarkably good.

129 volumes are recorded as gifts, but others have been bought with money received as donations.

The 1,308 volumes now constituting our library are represented by 613 titles on our Card Catalogue, and are divided among the departments in nearly the same proportion which we find in the numeration of students.

Of our tract on "Health" we still sell copies from time to time, and the result of  $3\frac{1}{2}$  years of distribution is 3,200 given away — to each new student and associate a copy, 2,681; 300 last year to the female teachers of the Boston public schools, at the suggestion of a supervisor, who proposed to raise the little sum needed, but was not required to pay for them; and 200 and odd given away at the discretion of the Secretary. 1,293 have been sold.

We have received a handsome gift in money since our last report, and Mr. Furness has again remembered us, sending us three more volumes of his *Variorum Shakespeare*, — a proof of his continued kind interest which is exceedingly pleasant.

An agreeable form of the liberality of the United States Government has been exercised in our favor within a year. The Secretary of this Society received, in April, 1881, a request from an Assistant Secretary of the Department of the Interior that she would furnish a list of "such ladies as are professors and teachers of the natural sciences in any of the colleges and prominent schools of the country, and of such as are pursuing a special course of study in these sciences with the purpose of preparing themselves as teachers of the same;" adding, "It may be possible that the department may be able from time to time to supply such with scientific publications that may be of service to them." The Head of our Science Department furnished such a list, and

some of the ladies designated being among our students, we have heard from them that they had received valuable books, for which they are exceedingly grateful.

A marked incident, of double significance, occurs to us this year. It has been lately decided to be wise, that the Society, after enjoying the hospitality of a private house for its head-quarters for nine years, should establish itself, in a modest way, in hired rooms; the continued existence of the organization making its position different from that it held in the early days of its experiment. Hitherto the income of our original fee has sufficed for our small expenses, the voluntary labor of our teachers enabling us to confine those expenses to clerk-hire, postage, stationery, etc., while receipts kept pace with the growth of the work. We have always had a small balance at the end of the year, — \$330.42 at this time.<sup>1</sup>

Now, however, we require more money, for rent and office expenses; but our friends need not be anxious lest we join the ranks of those who ask for endowments; we resort to the simple expedient of *raising our fee to Three dollars*, hoping that even this extravagant sum will still seem small enough to place our offer of aid within the reach of all such as we have usually drawn within our circle.

We have been fortunate in securing small rooms in the immediate neighborhood of this, our familiar abode, — at No. 7 Park street, — where, next winter, we shall welcome our friends. The change of fee is already made known through our circulars, by a new issue printed a few weeks ago, immediately after the decision was reached, and we hope it will soon be known widely enough to prevent confusion and misunderstanding.

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<sup>1</sup> See Appendix G.

The reports of our separate departments may be concisely given.

The First Department, History, was entered by 381, of whom 275 persevered so as to be ranked. 51 ladies did the work, and 599 examinations were sent.<sup>1</sup> The head of this department requires all new associates to send examination papers to her after correction, that she may secure uniformity and exactness. She brought from England last year a collection of outline maps, to which she made additions by heliotype, and these go with the examinations.

78 works have been used as text-books in the various sections of this department, and 205 have been read as auxiliary, including fiction, while to these are to be added many articles in periodicals and encyclopædias.

Among the students in this department one who describes herself as a married woman, doing her own housework, but having no children, said, "I have sometimes thought it was useless for me to try to know anything, as I should forget it all in a little while;" yet she has gone on fairly in the study of modern history.

One young student cheered her correspondent by admitting she had found the study of History much more agreeable than she expected!

The reading of ancient literature in translations (or in the original if preferred) is made auxiliary to the study of Ancient History; and one or two rare students have persuaded their correspondent to help them in the study of the languages of Greece and Rome.

The Second Department, Science, was entered by 114, of whom 90 persevered so as to be ranked. 34 ladies did the

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<sup>1</sup> See Appendix D.

work. In this department abstracts and other tests of the results of study than examination are used, and the different sections are more markedly divided by subjects than in the others. In the two sections of Natural Science, including Botany and Zoology in one, Geology and Physical Geography in the other, 27 text-books were used, and 32 auxiliary works. In the section of Astronomy and Mathematics, several elementary text-books were used, beside Dana's Legendre, Olney's University Algebra, and Puckle's Conic Sections. The students of mathematics use any books they own for additional problems.

Mineralogy taught by correspondence has been tried for two years as an experiment; but now the use of the blow-pipe and tools for testing minerals has been learned by two students without any *personal* help; and this is felt to constitute a triumph. 40 minerals have been tested by these students this winter, after some preliminary work last term.

The report for the section of Physical Geography states that nearly one-third of the whole number of students were married ladies, "which seems to be a hopeful indication that such begin to recognize that mental culture needs to be continued *with* the practical duties of life, to maintain a true balance of character;" and in the department of Science it is especially noticed that ladies join it for the sake of their children; one of them writing that she hopes her boy will reward her by becoming a good judge of minerals, and an enthusiastic collector of them.

A young student, after buying a Science text-book, says: "It has cost me my new summer hat; but I do not regret it in the least."

Another young student, 20 years old, says, "We have discovered some remains of fossils in the marble of the mantel-piece; so I suppose that this marble cannot have undergone complete metamorphism. The fossils seem to be crinoid stems, and are quite thick in places. Isn't it nice

that whatever one learns is almost sure to come into use almost immediately? Several times, in my general reading, I have come across something I should not have understood at all, had it not been for my study of Geology, though what I have learned is so little." She also speaks of a story in which she was interested (Daisy Chain), in which "some of the characters were in a place in England where they found ammonites from the Liassic group, and also something they thought might be the paddle of a Saurian," and adds, "We thought it was quite odd we should be reading it just now, when we are interested in that part of it particularly."

Fossils have been found by one of our students on her farm, which, on being examined here, are recognized as belonging to a formation not yet set down as known to the region where her farm lies.

Collections of minerals are furnished to students, and a good herbarium is possessed by the botanical section.

The Third Department, Art, was entered by 107, of whom 78 persevered. 16 ladies did the work, and 234 examinations were sent.

The specially interesting feature of this department is in its collection of Art Illustrations, circulating among the students in connection with the books read. Of these there are 60 volumes, of which 34, with 11 duplicates, have circulated this term to the amount of 246 times. 7 textbooks have been used, and between 20 and 30 volumes of auxiliary reading in history, biography, and criticism.

The Fourth Department, German, reports 48 names entered, and 34 persevering, 9 ladies doing the work. Histories of Germany and of its literature have been studied

in German, and a great variety of works, from the "Nibelungen Lied" and Richter's "Lyrische Dichtungen des Mittelalters," with Freytag's "Bilder aus der Deutschen Vergangenheit," through the different classics, with German critiques, down to modern novels.

The Fifth Department, French, had 34 students entered, 25 persevering, 16 ladies doing the work. 20 text-books of history, national and literary, were used, some more elementary than others, and 32 auxiliary works.

One of the French students says, "Amidst all the duties of a happy, busy life, which often has its cares and worries, it is pleasant to forget, for a little while each day, self and its interests, to be carried into another age, and to know something of, as well as to wonder at, the many actions, noble or really bad, that made up the lives of people long since dead. It is a satisfaction, too, to realize that one is not losing quite all that one gained by years of hard study at school."

"I have so much enjoyed my winter's reading, and feel I have improved, not only in being able to read more easily, but in having gained a deeper insight into the literary life of the age of Louis XIV."

The Sixth Department, English Literature, with its special section for Shakespeare, was entered by 367, of whom 254 persevered. 58 ladies did the work, and 348 examinations were sent.

Those who enter for the special study of Shakespeare take, as introduction to this study, parts of Schlegel's Lectures on Dramatic Literature, in order to establish a standard of criticism and comparison. The account of the Greek drama and Greek art has appeared, in some cases,

to come as a revelation of something unimagined, and the student has lingered over it, craving farther knowledge; and, being supplied with photographs of Greek ruins and statues, has dwelt on this part of the study a long time before being ready for Shakespeare.

One of the elder students writes, "I have lost my youth, and need some resource to sustain and encourage me. My days are full of care and labor, yet I wish to do something toward developing that within me which craves for utterance. There is an easy way and a hard way of doing everything, and I feel sure you have discovered the easy way of studying and digesting mental food."

In conclusion, we will take a few more extracts from miscellaneous letters:—

One says, "I have enjoyed my four years' course in English literature very, very much, and I know it has been of the utmost benefit to me in every way. For, supposing—what I hope will not prove true—that I should forget *all* I have learned, I still would have left a taste for the best writings and habits of study, which I had not before. In most schools after four years a pupil is graduated. I am glad no such rule is adopted by this Society, for the very thought of leaving makes me homesick."

Another, who, being kept out of the Society for a time, felt lost without it, says, "I am much more indebted to my correspondents of the Society than for simple assistance in reading; they have aided me when they could not have any conception how much it was to me, or how it helped to displace, or prevented other things."

Another says, "I thought perhaps I could read this year without the aid of the Society; but I have missed its stimulus very much, and accomplished so little unaided,

that I would like to make better use of the months that remain."

One who has studied well says, "At the age of sixteen I was compelled by my health to leave school, just at the time when I felt that I was laying the foundation of an education. . . . Having no one to direct my reading, and being dependent on my own labors for my support, I have made but indifferent progress. . . . I feel a lack of that knowledge which seems so essential to the women of our time who would be all they are capable of being; who would render unto the Giver of the blessed privilege of living in this beautiful world a broad, well-developed life."

Nearly two years ago a letter came from a distant State, from a young married woman, whose experience separating her from all early associations had made her "restless and hungry for intelligent society." She joined us, and after a few months' work with us wrote thus: "Last fall you opened out to me a broad avenue and its delightful by-ways. It opens for me not only this year, but for many. My little daughter must follow, and others whom I influence, and they influence, until it ends, — where? I never sew now without a poem or open book beside me. . . . I pin my lesson — copied at night — to the kitchen wall, and the drudgery of dish-washing is removed. No matter what my hands are doing if my brain is also busy. The days are too short now. I am healthy from the house-work and my brain is fed."

One among many instances of the faithful kindness of our associates was described in a letter, which gives a chance to introduce it here. The associate was in effect apologizing for having, as she calls it, "stolen" a student from the Society. This student being very poor, and having been taken from school when still a child, needed more elementary instruction than we usually offer. She was intellectually starving, and her kind correspondent, seeing

that she could not cope with the subject she had undertaken, took her by herself, set her to reading Swinton's Universal History, with fiction and side reading, letting her get her spelling, geography, and so on, by these means. In spite of many interruptions, she has made wonderful progress, and has shown her energy and public spirit by raising \$100 towards a reading library in a mining town where she only passed a winter.

Among the essays sent in for this occasion, one, which has already been read to the students present, was accompanied by a collection of spring flowers, pressed and mounted in so skilful and dainty a manner that they have been placed to-day where all may examine them. Duplicate specimens were sent by the young lady — Miss Lendrum, of Newburgh, New York — to be added to the herbarium of the Society, and they will thus serve as models for other students, and will raise the standard of that class of work among them.

Another decoration of these rooms to-day is of magnolias from Alabama and cape jessamine from South Carolina, sent with greetings for the meeting by students who could not be present.

After the Report had been read, the students were addressed by Mr. Arthur Gilman, — Secretary of the association for the Private Collegiate Instruction of Women at Cambridge, — with general remarks very flattering to the Society, and touching on the manifold opportunities for higher education now open to women. Mr. Theodore Lyman followed, making an interesting statement of the great extension and growth of the study of Natural History during this century, and the distinction to be observed in the lines of fundamental thought in which this study now flows.

At the conclusion of these addresses the chairman introduced Dr. O. W. Holmes, who had in the most kind and friendly manner offered to read to the students a very interesting short poem which he had just written to be read on a later occasion. This was received with great pleasure.

The Chairman then said a few words on the satisfaction he felt in the aid and sympathy which this Society is able to give to teachers, and he then pronounced the Ninth Annual Meeting to be closed.

## APPENDIX A.

Department.	Entered.	Persevered.	Dropped.	Excused.
I. History,	381	275	12	94
II. Science,	114	90	2	22
III. Art,	107	78	3	26
IV. German Literature,	48	34	2	12
V. French       “	34	25	0	9
VI. English     “	367	254	14	99
	<hr/>	<hr/>	<hr/>	<hr/>
	1,051	756	33	262

63 took more than one course or section of a course.  
Two of these took three courses.

## APPENDIX B.

## RANK LISTS BASED ON REPORTS OF DEPARTMENTS.

Department.	1st Rank.	2d Rank.	3d Rank.	Totals.
I. History,	107	187	31 =	275
II. Science,	36	48	6 =	90
III. Art.	42	34	2 =	78
IV. German Literature,	22	12	0 =	34
V. French       “	9	15	1 =	25
VI. English     “	84	148	22 =	254
	<hr/>	<hr/>	<hr/>	<hr/>
	300	394	62 =	756

## APPENDIX C.

Department.	Letters written to students.	Received from students.
I. History,	3,592	2,858
II. Science,	926	844
III. Art,	916	876
IV. German Literature,	342	320
V. French       “	361	256
VI. English     “	2,415	2,270
	<hr/> 8,452	<hr/> 7,424

## APPENDIX D.

## EXAMINATIONS.

Department.	
I. History,	599
II. Science,	—
III. Art,	234
IV. German Literature,	—
V. French       “	15
VI. English     “	348
	<hr/> 1,196

## APPENDIX E.

## DIVISIONS OF STAFF.

Department.		
I.	History,	51
II.	Science,	34
III.	Art,	16
IV.	German Literature,	9
V.	French       “	16
VI.	English       “	58
		<hr/>
		184

## APPENDIX F.

Massachusetts . . . . .	185
New York . . . . .	174
New England (Me. ; N.H. ; Vt. ; R.I. ; Conn.) .	155
Middle States (Penn. ; Del. ; N.J. ; Md. ; Va. ; W. Va. ; D.C.) . . . . .	201
Middle Western (Ohio ; Ind. ; Ill. ; Iowa ; Kan.)	99
North-western (Wis. ; Minn. ; Mich.) . . . .	35
South-western (Mo. ; Ken. ; Tenn.) . . . .	37
Western (Neb. ; Col. ; Dak. ; Mont.) . . . .	9
Southern (N.C. ; S.C. ; Ga. ; Fla. ; Ala. ; Miss. ; La. ; Tex.) . . . . .	46
Pacific (Cal. ; Ore.) . . . . .	28
Territories (Wyoming ; Idaho ; Indian) . . .	5
Canada . . . . .	14
<hr/>	
	988

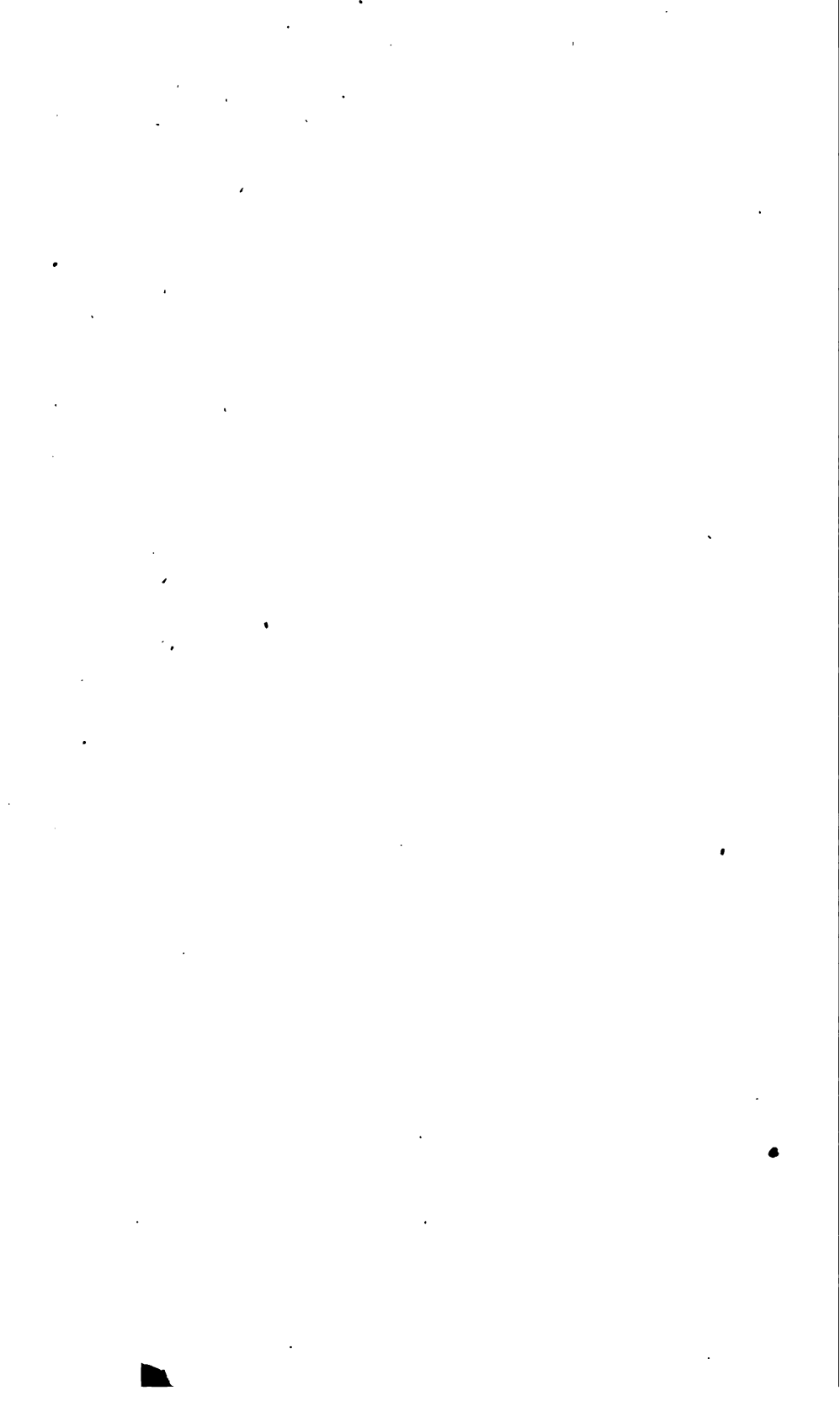
## APPENDIX G.

## TREASURER'S ACCOUNT.

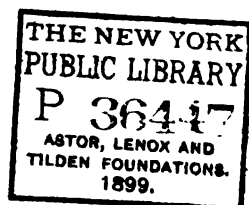
Receipts, including balance from last year,	\$2,680 64
Expenses,	2,350 22
	<hr/>
Balance,	\$330 42

*Items of Expense.*

Postage,	\$690 53
Stationery,	105 58
Secretary's Assistants,	481 00
Librarian's,     "	206 00
Printing,         "	416 09
Books and Binding,	344 28
Furniture,	29 40
Express, and small expenses,	77 34
	<hr/>
	\$2,350 22



SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



TENTH ANNUAL REPORT

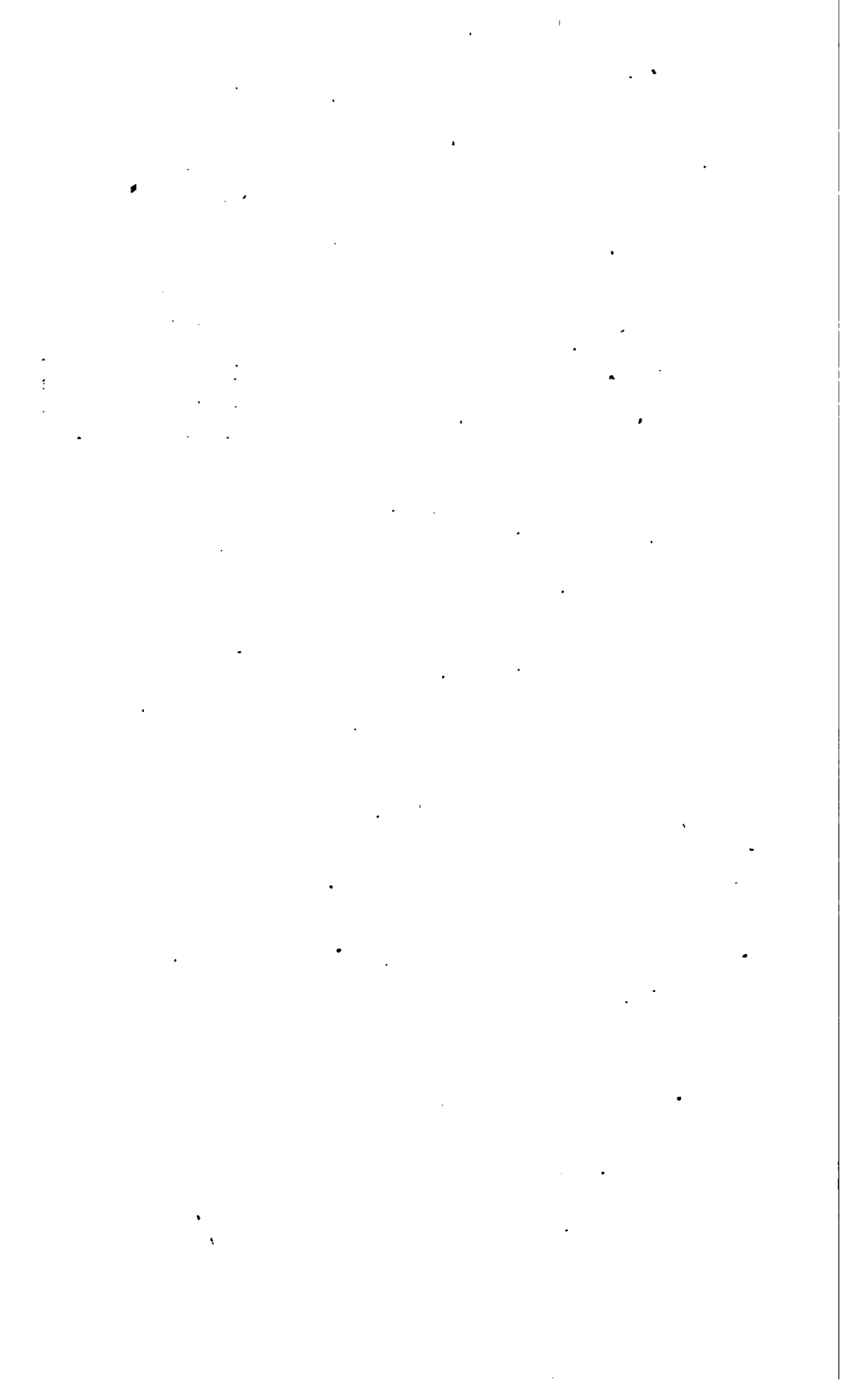
1883.

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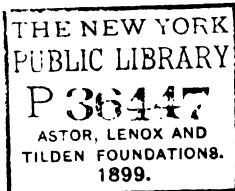
ROCKWELL & CHURCHILL.  
1883.

*Anna Ticknor Library, Boston*

571 p. 4  
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SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



TENTH ANNUAL REPORT

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ROCKWELL & CHURCHILL.  
1888.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## TENTH ANNUAL REPORT.

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The Tenth Annual Meeting of the Society to Encourage Studies at Home occurred on the first Thursday of June, the 7th day of the month. The students and the ladies who carry on the instruction by correspondence began to assemble at 11 A.M. on that day, at the home of the Secretary, 9 Park street, Boston.

Sixty-two students were present, with fifty-four ladies of the Committee and Associates.

During the hour from 11.30 to 12.30 the special reports of the departments and the library were read; and, after these, two essays by students,—one on "Coral Islands," by Miss Kate P. Hartman, of Pittsburg, Pa., studying in the Science Department; and one on "Greek Sculpture," by Miss Mary Merker, of Louisville, Ky., a student in the Art Department.

At 12.30 Dr. Eliot, the Chairman of the General Committee, and thirty-six guests arrived, after which the more formal part of the meeting was opened by Dr. Eliot, and an essay was read on "Prehistoric Greece as we find it in the Poems of Homer," by Miss Florence Trail, of Frederick, Md., a student in the Art Department. Another

essay, on "Thomas à Becket," by Miss Lydia P. Ray, of Franklin, Mass., a student in the History Department, had been selected to be read also, but was omitted with regret, on account of the limitation of time.

The Annual Report of the Secretary was then read.

## SECRETARY'S REPORT, 1882-83.

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Annual reports are mostly annual repetitions of substantially the same story. A decade, however, is a period from which, possibly, some results may be drawn; and, at the end of our first decade, we naturally think we have something to report.

Not only can we contemplate the fact that we did not exist ten years ago, but we can reflect on the steps by which we have advanced. These have been quiet and gradual, not impetuous or spasmodic, and we feel convinced that we have grown because we had to grow; — because, when once we had discovered our vocation, we found the principle of growth within us.

Fortunately, we committed no extravagance, in plans or in expenditures. We offered only a few subjects for study; we began with a small staff; and we had been doing actual work for four months, before it was voted that the Treasurer purchase writing-paper and envelopes, instead of letting each lady supply her own stationery. Now, of course, there is another tale to tell, and this year the Treasurer has purchased 10 reams of paper and 7,000 envelopes, besides repaying postage to ladies who still supply themselves.

In the same way we delayed buying books until the second term, when our receipts from fees justified the outlay; but we now have a library of 1,407 volumes, after selling 42 at different times to students, and losing a dozen or so, on a circulation of between 7,000 and 8,000. Speaking accu-

rately, we have lost, in nine years, 9 volumes in the mails, and 5 by the fault of students.

We have always relied on our earnings to meet our expenses; and at the end of every term we have had a balance in hand exceeding the amount of any gifts of money received during the year.

We still maintain this custom. Receiving this year \$2,817.62, we have expended \$2,333.68 and have therefore a balance of \$483.94.<sup>1</sup> The gifts of money received this year amounted to \$105.00.

The decided step taken last year, of which notice was given in our last Annual Report, in hiring an office, — to meet the expense of which we increased our fee, — has been justified by the greater facility it has given for work, and it has been carried out without violating our financial traditions.

If we measured our success wholly by numbers we might feel a shade of disappointment this year, for we show a smaller number of names than for some time past, owing partly to the increase of our fee; but we do not feel this little check to be painful, because we see no lessening of zeal, no lowering of our standard, and no deficit in our treasury. Indeed, we have dwelt but little on the fact, each of us being concerned with her own fraction of the work, — some of our ladies saying they have never enjoyed it more, — and satisfied to know that we were all busy and not falling into debt.

768 students entered their names, 622 persevered long enough to be ranked, and a great deal of good work has been done, and real progress made. The proportion of perseverance — 81 per cent. — speaks for itself. 258 are placed in Rank I., the highest; 289 in Rank II.; 75 in Rank III. All these having studied at *least* four months, many of them reporting monthly for seven or eight months.

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<sup>1</sup> See Appendix G.

Only 23 were dropped for negligence, — 3 per cent. of the whole number. Of the remainder, 123, — two-thirds of whom withdrew for good reasons, and some entered late in the term, — a good part did well in the short time they were with us.

The work of instruction and advice was done this year by 188 ladies.

In our *Second Annual Report*, eight years ago, we dwelt with much pleasure on the fact that a part of our first year's students had been sufficiently pleased with our scheme to continue with us for a second term. Such continuance in well-doing has been ever since a pleasure to us, and we now have students of 5, 6, 7, and 8 years' standing,<sup>1</sup> besides correspondents who began as students, and, still better, correspondents who are at the same time students. This year, in fact, the old students outnumber the new ones, 423 being old, 345 new.

In connection with these old students rejoining, we have something to say. We take a good deal of pains to have methodical records kept of the work done by students and teachers; and lately we have tested these records by tracing up some of the students of several terms. For instance, in the Secretary's large record-book we find that a certain lady is set down as in her 8th term as a student, while for four years she has also been a corresponding teacher. In the record-books of previous years we trace her as a student, finding there with whom she corresponded, how often she reported, what percentage she took on examinations, and so on. Turning then to certain piles of papers (which are the schedules kept by correspondents and sent in at the end of the term), we learn what books this student read, and what remarks were called forth by her letters. In the

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<sup>1</sup> 196 in their second term; 96 in the third; 60 in the fourth; 30 in the fifth; 33 in the sixth; 5 in the seventh; 5 in the eighth.

special case now referred to, the number of volumes read would form a little library by themselves. Taking History and English Literature for two years; then History with Shakespeare, to which in the fourth year Art was added; in the sixth year Botany was substituted for History and Shakespeare; and in the seventh, Geology for Art; so that, this year, while teaching History and Shakespeare, she has studied two branches of Natural Science. The course pursued in each study has been full, showing a succession of important works, and after the first two years this student took first rank in everything.

In following up another case, we find a curious, but encouraging record. This student was once dropped, — of course for neglecting to report, — but rejoined us the following year; and she afterwards withdrew, but again resumed her work with us, and has persevered this winter for her fifth term.

One student reading French, — with abortive efforts in History and Shakespeare, — has continued for six terms occupied with the period of Louis XIV.; while another, more changeable, took German Literature for three terms, then tried French Literature and Shakespeare for two years, returned to German for the two following, adding Botany a part of that time.

Again, one — an interesting case from the seclusion of her home, where at one time a mail was received only once a week — has read History for five years, studying Physical Geography also two of those years, and English Literature one.

Another for eight years has continued in our department of English, giving four years to general literature and four to Shakespeare study, adding Art to Shakespeare for the last four.

In all these cases we can follow them from book to book, with very few lapses. But these are enough specimens. They show that our records have some interest.

In our constant relations with our students, our modes of proceeding have also been well settled during these ten years.

We never adopted the methods of the English society, whose similar name gave us, in 1873, the idea for ours. Instead of confining our offers of help—as the English society did at that time—to the wealthy class only, we at once endeavored to interest all classes, for we thought all needed us, though for different reasons, as all are liable to the consciousness of a deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at headquarters at the end of each year for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition and without even fostering the desire to reach certain points at certain moments.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help,—of which there are twenty-four for selection, included in six departments with sections and subsections,—and among these she is to select one only for the beginning. She pays her fee, which is entered in a cash-book. Her name and address are recorded three times,—first, in the Secretary's large book; second, on a list destined for the Head of the Department entered; and, third on a blank form, which goes to the correspondent assigned to the new student, for entries during the term, and to be returned to the Secretary for preservation. Meantime, all correspondence of the Secretary, of every kind and of both parts, is recorded day by day, in a proper day-book.

To the new student herself two papers are sent, — a printed receipt for the money, with which are included three general questions, viz. : How old she is, whether educated at public or private schools, and whether she is a teacher ; and a copy of a short letter from the Head of the Department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the Head of the Department in her selection of the correspondent ; and the general information received is recorded in the Secretary's big book.

No farther direct communication takes place between the secretary and the student, — extraordinary excepted ; but every month a formal report is received at head-quarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the Head of Department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode of work. The first book to be used is, if she desires it, sent to her from our Lending Library, and she begins to read, with the practice of making memory notes, being expected, thenceforward, to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly ; and from time to time she will be asked to write an abstract, or to answer Examination Questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads and fixing in her memory the important facts.

Each lady correspondent works in a special section, with which she becomes very familiar ; and she is provided with printed lists of books on her subject, as well as with examination questions for successive stages in the study.

Of course she has the free use of our library, and is supplied with stationery and postage.

Sometimes we hear it said, with no unfriendly meaning, "I suppose one can't ask for very prompt and careful work from unpaid volunteers"; but we find the zeal of well-doing quite replaces the zeal of pay, and we do not intend that our work shall be poor because it is freely given. Indeed, we have reason to think that our standard of work is actually high, and we propose constantly to raise it to meet the demand for the higher levels of study, while we shall always be ready for those whose needs are elementary. There is testimony to the thoroughness and value of our work in the presence with us of students who are professional teachers; many of whom were trained at Normal Schools. Fifteen per cent. of our whole number this term were teachers, 120; and, of these, 60 have been with us more than one term. One of them has remained with us for seven years, three have remained for six years, three for five, six for four, and so on.

A cause of occasional discontent is the *want of severity* on the part of the correspondent. A student once complained to the Secretary of the lack of strictness of her teacher, adding that friends of hers in the society had received their papers sent back as entirely unsatisfactory, and she could conceive of no greater spur to ambition! Many of our ladies might fear to apply that spur, lest they should drive the student out of such a *discouraging* society.

Our Executive Committee meets once a month. The General Committee meets quarterly, or four times during the Term, and to these quarterly meetings all *associates* in New England are invited as guests, while to those living farther off a concise report of the meeting is immediately sent.

Thus we try to keep information actively circulating be-

tween the three concentric circles of our body politic ; and, while the currents pass to and fro, the watcher at the centre receives all essential information, some of which goes out again to her fellow-workers.

Our circumference has been much the same as usual, our students hailing from 38 States and 1 Territory, beside Canada.<sup>1</sup> The next circle, that of our Committee and Associates, draws much closer, as they are to be found in only six States. The Executive Committee extends to but two States, — Massachusetts and New York, — and has its head-quarters, of course, in Park street, Boston.

Whatever our circumference, and whatever our share in the much discussed higher education of women, our doctrine is always that, numerous as are the careers which a woman may now enter from choice or from necessity, there can be no higher earthly aim in her education than that of fitting her to elevate the character and increase the resources of the home over which she may at any moment of her life be called to preside. This purpose can only be fully attained when a woman is willing to train her hands, as well as her head, for the habitual service of others in her natural sphere ; and we feel it a sad mistake to think meanly of household duties, or to fancy that girls are happier or more refined because they are indulged in selfishness and left ignorant of practical work. The foolish mothers who make themselves household drudges, in order that their daughters may be dainty idlers, make one's heart sick for thinking how ill those daughters will be fitted for their life's work when they shall have homes of their own.

We hear it said, not infrequently, that modern education is excessive, and fails to fit young people for their work in life. Some of us think the answer is, that it is not the

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<sup>1</sup> See Appendix F.

amount, but the mistaken direction or imperfect methods, of the education that cause the failure.

At any rate, we try to prove that home study need not hurt. Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties, all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop, or a mill, among the operatives to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order, and a family judiciously fed, so that, when called on to oversee, or to do the work, she may fill her place easily and be more free for mental occupation in some form which attracts her taste. The natural turn of the mind deserves special consideration after school days are over. A wise young married woman, who pursued a classical and mathematical course in college, but who has now discovered the intense and apparently endless interest of a specialty in natural science (not as a student of ours, but quite independently), wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

Our library has been more active than ever, in proportion to the number of our students, 1,166 volumes circulating during the year, — 130 in the summer of 1882, and 1,036 during the Term; 125 were added by gift and purchase; 3 were lost in the mail.

Of kind donations we have several to report with gratitude: Messrs. Houghton & Mifflin gave us a set of their edition of *Little Classics*, which serve a good purpose

in our English Literature Department. Mrs. Richards, the head of our Science Department, has added 7 volumes to the collection for her department, and Miss de Forest, of the Art Department, has reported gifts of photographs in considerable numbers from friends who remain unknown. The Trustees of the Peabody Museum sent us their Annual Report; and we received from Dr. Kidder, U.S.N., a copy of a monograph on Fresh Water Algæ of North America, by Dr. H. C. Wood, published by the Smithsonian Institution in 1873. It is already rare, and very valuable.

One gift of a hundred dollars for books was received this winter, from the same generous friend who has before given us similar sums. We take great pleasure and some pride in these gifts, as endorsements of our scheme, and encouragement to continued zeal; and gifts of money for our library bring us help in the form we like best.

The Department of the Interior has again furnished us an opportunity for a special kind of usefulness. Mr. Chas. G. Leland's pamphlet, on Industrial Art in Schools, was published by the Bureau of Education, and, at the suggestion of the author, a list of 50 ladies in different parts of the country, through whom the pamphlet might be made of use, was furnished by us to the Bureau, the pamphlet being circulated gratuitously.

The First Department, History, was entered for this Term by 288, of whom 228 persevered. No important changes have been made in this department, in which the work is done by 53 ladies;<sup>1</sup> but all its sections are gradually taking the form given, three years ago, to that of American history, a portion of the subject being assigned for a month's lesson, with a list of works to be consulted, the result to be given in a chapter of history, as it were.

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\* For other details about this and the other departments see Appendices.

Of 60 or 70 text-books on the lists, nearly all were used, and 204 different works, as auxiliary reading, the number of volumes, and of magazine articles, not being specified. The largest number of books read by one student was 18. The number and variety of the works thus used adds much to the attraction of this course of History, as the charms of fiction, and of contemporary literature, as well as biography, are called in to aid the imagination of the reader. The character of the monthly report, also, by taxing somewhat the original powers of the mind, stimulates thought.

The Second Department, Natural Science, is one of growing importance, and we perceive, in our ten years' history, the increasing recognition of its value and interest for women. At the beginning of our existence those who wished to study science with us were very few, — only 1 the first year, only 16 the second. This year 109 persons applied for help in studying some branch of science, and 38 ladies — one quarter of them graduates of Vassar — carried on the instruction by truly scientific methods, and with a degree of exactness, mingled with sympathetic stimulus, which produced the happiest results.

In the section of Botany, students have been induced to make for themselves observation-books, noting all the facts they acquire by personal observation, on which great stress is laid. One student wrote a "Life History of a Fern," having successfully raised ferns from the spores; and another, who found her leisure for study insufficient for serious work, started a Botany album, or scrap-book, in which to place everything she met with, relating to plants, or to methods of teaching Botany, and so on. One lady wrote, "I took up botany for my children, but find *I* need the knowledge most." Thomé's Structural Botany was

used by several of the students, and was read by one in the original German. This section had 36 students.

The second section, that of Physical Geography and Geology, had 51 students, — 30 old, 21 new. 10 are said, in the special report, to be "near or over 40, all earnest." Several bought collections of specimens, others borrowed them of the Society. A list of 24 authors stands for the works used in this section.

The third section, Mathematics and Astronomy, has increased 40 per cent. on last year, and the ladies engaged in it seem very happy in their students. One says her work has never been so satisfactory before; another, who teaches in an important centre in New England, says the original work done in Geometry by her students among us is as good as that done in her class taught orally. Two students in Trigonometry are pronounced delightful.

It grows more and more apparent that Botany and Geology, and some branches of Zoölogy, such as Entomology and Ornithology, are very refreshing pursuits to women. Those who, after pushing the study of what we may call book-subjects pretty far in girlhood, and then, when entering on their life-duties, having dropped them entirely, — as university men so often do, — find, later in life, that the observation of nature, satisfies a craving, and calls them to a kind of work which is inspiring, while it gives them a delightful form of association with their children, and with the men of their families.

The Third Department, Art, is another in which we see a growing value and interest. By means of the large collections of photographs, arranged by our own ladies, which we circulate through the country, and of which 40 volumes have been in actual use this term, the desire of many women to become familiar with the character of the art

work of other times and countries is to a good extent met, a certain training of the eye and judgment is acquired, preparation for travel is possible, and something is even attained in opportunities for practical imitation. Our rapid national growth in culture—the intellectual now rivalling the material progress, which before was so surprising—is exciting curiosity about this world of art, the greater part of which is separated from us by the ocean. Through books, even with their illustrations, scarcely a beginning is made; but these supplementary volumes of photographs carry the food for this new appetite much nearer to perfection, and, although color is still lacking, they convey many ideas to homes far from cities, far from art museums and art shops. A specialty has been devised by which the study is in some cases arranged by countries, so that the student is travelling in imagination, with a systematic course of reading.

108 students entered this department; 84 persevered, and 11 did well in less than four months. 15 ladies carried on the instruction. The largest number of books read by one student was 25, and the average circulation of the photographs was 2 volumes to each student.

The two courses of Foreign Literature, German and French, habitually report fewer students than either of the other four. The German Department was entered by 31 and carried on by 8 ladies, three of whom are native Germans. The French was entered by 27 students, and carried on by 17 ladies, only one of whom is native French, but others have lived long abroad, and have made a thorough study of the language and literature. In each of these departments some of the students write their letters and memory notes in the foreign language in which they are reading. 18 did this in the French language, 6 in German, and one good essay was written in German. In French, 10 different text-

books of the history of France, and of its literature have been used, and 35 auxiliary works.

There remains the Sixth Department, that of English Literature, which in numbers always comes nearest to the First, one of them sometimes leading, sometimes the other. This year English Literature was chosen by 267, of whom 209 persevered, and it has had a staff of 57 ladies.

We have reason to feel that this subject is often selected with the idea that it will be easy and entertaining; and it is true that in some respects it is more varied than others, for many subjects are taken up by the different authors studied, and the frequent change from prose to poetry gives relief. Yet we regard it as a serious study; and, by abstracts, examinations, and the application of all our methods, we intend to develop in our students the reverence due to great authors and their best critics.

In this department, for the first time, a subdivision has now been made by chronological periods, and both students and ladies instructing, by restricting their labors to one portion of the great field of literature, will probably enjoy them more. During this term the Elizabethan period has drawn the most students; but the next period, reaching to the beginning of the present century, has had nearly as many. The special study of Shakespeare, which forms a section of this department, had 31 students.

New and fuller lists have been made for each of the four new sections this winter; but this subject is involved in the same difficulty with that of the Science Department, from the constant advance in new publications, biographies, criticisms, and editions, rendering every list liable to become obsolete in a very short time.

Letters are our chief tools, this new profession of in-

struction by correspondence, which develops so rapidly, resting on the singular foundation of letters, and mail-bags, and depending on the great modern machinery of the Post-Office.

The Secretary's mail has brought in 3,500 letters during the year; and the ladies of the departments have received 5,948 from students, and sent 6,455 to students.

Among these thousands of letters there are always some which are interesting, and at the end of the term there are very many showing grateful feeling, many containing expressions of satisfaction, and assurance of a purpose to go on. These are, of course, our encouragement, and we enjoy such expressions as the following: "The system adopted is so thorough that the most stupid are bound to learn a great deal. I have received so much kindness from my correspondents that I think I ought to tell you. I have learned so much, and still I feel there is so very much to learn, that I hope nothing will prevent my always being a student of the Society." This came from Canada. Another person, in a western territory, says, "I only regret that I did not know of the society at the beginning of its existence." Another, "The longer I continue a member the more interested I become, and the invisible bond of fellowship grows stronger." Another speaks of "pleasure and incalculable benefit from the systematic course of study prescribed," and "wonderfully inspiring letters" from her correspondent; and then adds, "I hope to continue the coming year the same study, as a new world has been opened to me."

Our own ladies also encourage us when they say: "My own pupils have been very satisfactory, and my interest in the work is undiminished"; or, "My interest in everything pertaining to it is, I think, keener this year than ever before, and I cannot express my gratitude for all it has done in inciting me to an appreciation of great writers, and a desire

to devote every spare moment to some repaying literary work."

A very intelligent student, in her first letter to the head of the section she entered, described her situation thus: "We have no public library in our neighborhood. Indeed, I question whether it would be possible to find any one in the vicinity who has the slightest idea of what such an institution is. I do not remember ever to have seen a book — Bible, school-books, and photograph albums excepted — in any of the houses where I have been. This is what makes me particularly anxious to embrace the opportunities afforded by your Society. I feel that I am in great danger of losing the small advance in study that I have made. This is the more to be regretted in my case, as I have little children who will probably depend for their education, to a large extent at least, on their mother." This is no strangely exceptional case, for our experience makes us acquainted with many such.

In one instance a pleasant coincidence has occurred of letters written to the secretary, within four days of each other, by a student at the South and by her correspondent, one thousand miles away, at the North. The Northern teacher says of the Southern student: "She has done even better this year than last. She is a most enthusiastic student, and an ardent lover of our Society, also a most interesting correspondent. Her letters are so full that I could not put into any brief account the ideas conveyed in them. She wants to keep steadily on with me. She buys the books she studies, and is forming the nucleus of a nice little library there. She is full of ardent gratitude for what the Society has done and is doing for her." The Southern student writes: "I also wish to thank you for the dear teacher to whom you assigned me. My intercourse with her is very delightful, and I feel the blessing of her guidance, as well as the systematic course of reading and

study, which I consider the great advantage of our Society.

Another form of encouragement occurs in some letters. A lady, so earnest a student of mathematics with us that, in addition to her home study, she walks a mile every day to listen to a class recitation, says: "It is through your Society indirectly, that I have obtained some slight knowledge of German and French grammar, and I find the young people anxious to avail themselves of my poor assistance in the absence of a teacher in those studies. You see what avenues of hope and pleasure you have been the means of opening for me."

From another point of view another student says: "I should think one of the pleasantest indirect influences would be on the parents of the members. My father became interested in my work, and the books I read were a source of great pleasure to him for some time before his death. He was a professional man, not much given to reading outside of his specialty, and the Boston course opened up to him something entirely new. He would say, 'What do you expect from Boston next?' 'Well, what have we from Boston now?'"

Another old student — all these three have been with us several years — says: "I will enclose a paper in reference to our Art Union in Illinois, so you can see what we are doing, and I think you may safely consider yourself an influence in the formation of such societies, and in stimulating the interest of many of the members who sustain them."

We have the pleasure to-day of welcoming, among our student guests, two from Illinois, and one from Ohio, beside others from Syracuse and Brooklyn, N.Y., from Bangor, Me., and many nearer spots. A graceful expression of sympathy came from a student in Lexington, Mississippi, in a box of flowers, which travelled safely 1,200 miles by mail, Magnolias and Cape Jessamines bringing their fragrant message with still living sweetness.

After the conclusion of the Report the Chairman read a cordial and graceful letter from the Rev. Dr. James Freeman Clarke, who was unable to be present, and then called on General Francis A. Walker, President of the Massachusetts Institute of Technology, who kindly addressed the students on the study of History, especially pointing to the interest of studying the causes of historic events, illustrating the subject by the hitherto little noticed effects on human affairs of the development or neglect of mining for precious metals, and the personal or commercial use of the products.

Dr. Henry P. Bowditch then made some remarks on the relations of mental and physical occupations, dwelling on the importance of not trusting too much to generalizations or dogmatic statements.

The chairman followed with congratulations to the various members of the Society, students, and teachers, on the happiness to be derived from their several pursuits and their relations together, the sympathy both personal and intellectual that grows up among them, and on the sheltered character of the work each one is doing, though in association with so many. He then declared the Tenth Meeting to be closed.

## APPENDIX A.

	Department.	Entered.	Persevered.	Dropped.	Excused.
I.	History,	288	228	8	52
II.	Science,	115	96	1	18
III.	Art,	107	83	5	19
IV.	German,	31	26	0	5
V.	French,	27	25	0	2
VI.	English Literature,	267	209	9	49
		<hr/> 885	<hr/> 667	<hr/> 23	<hr/> 145

67 entered more than one Department or Section.

## APPENDIX B.

## RANK-LISTS BASED ON REPORTS OF DEPARTMENT.

	Department.	1st Rank.	2d Rank.	3d Rank.	Totals.
I.	History,	89	110	29	= 228
II.	Science,	41	43	12	= 96
III.	Art,	44	30	9	= 83
IV.	German,	12	14	0	= 26
V.	French,	11	9	5	= 25
VI.	English Literature,	77	108	24	= 209
					<hr/> 667

## APPENDIX C.

Department.	Letters written to Students.	Received from Stu- dents.
I. History,	2,211	1,983
II. Science,	907	822
III. Art,	823	733
IV. German,	223	222
V. French,	216	198
VI. English Literature,	2,075	1,990
	<hr/> 6,455	<hr/> 5,948

## APPENDIX D.

## EXAMINATIONS.

I. History,	445
II. Science,	91
III. Art,	207
IV. German,	0
V. French,	22
VI. English Literature,	273
	<hr/> 1,038

## APPENDIX E.

## DIVISIONS OF STAFF.

I. History,	58
II. Science,	38
III. Art,	19
IV. German,	8
V. French,	17
VI. English Literature,	58
	<hr/>
	193
Those teaching in two courses,	5
	<hr/>
	188

## APPENDIX F.

Massachusetts . . . . .	143
New York . . . . .	149
New England (Me. ; N.H. ; Vt. ; R.I. ; Conn.) .	118
Middle States (Pa. ; Del. ; N.J. ; Md. ; Va. ; W. Va. ; D.C.) . . . . .	161
Middle Western (Ohio ; Ind. ; Ill. ; Iowa ; Kan.) .	64
North-western (Wis. ; Minn. ; Mich.) . . . .	24
South-western (Mo. ; Kan. ; Tenn.) . . . .	32
Western (Neb. ; Col. ; Nev.) . . . . .	4
Southern (N.C. ; S.C. ; Ga. ; Fla. ; Ala. ; Miss. ; La. ; Tex.) . . . . .	37
Pacific (Cal. ; Oregon) . . . . .	21
Territories (Idaho) . . . . .	1
Canada . . . . .	13
South Africa (from U.S.) . . . . .	1
	<hr/>
Total,	768

## APPENDIX G.

## TREASURER'S ACCOUNT.

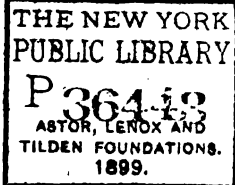
Receipts, including balance from last year,	\$2,817 62
Expenses,	2,833 68
	<hr/>
Balance,	\$488 94

*Items of Expense.*

Postage (partly stationery),	\$645 41
Salaries of Secretary's and Librarian's Assistants,	681 45
Rent for $\frac{3}{4}$ of a year,	375 00
Printing,	290 80
Furniture and moving same,	116 20
Stationery,	82 39
Library,	80 00
Expresses, messengers, and small expenses,	62 48
	<hr/>
Total,	\$2,333 68





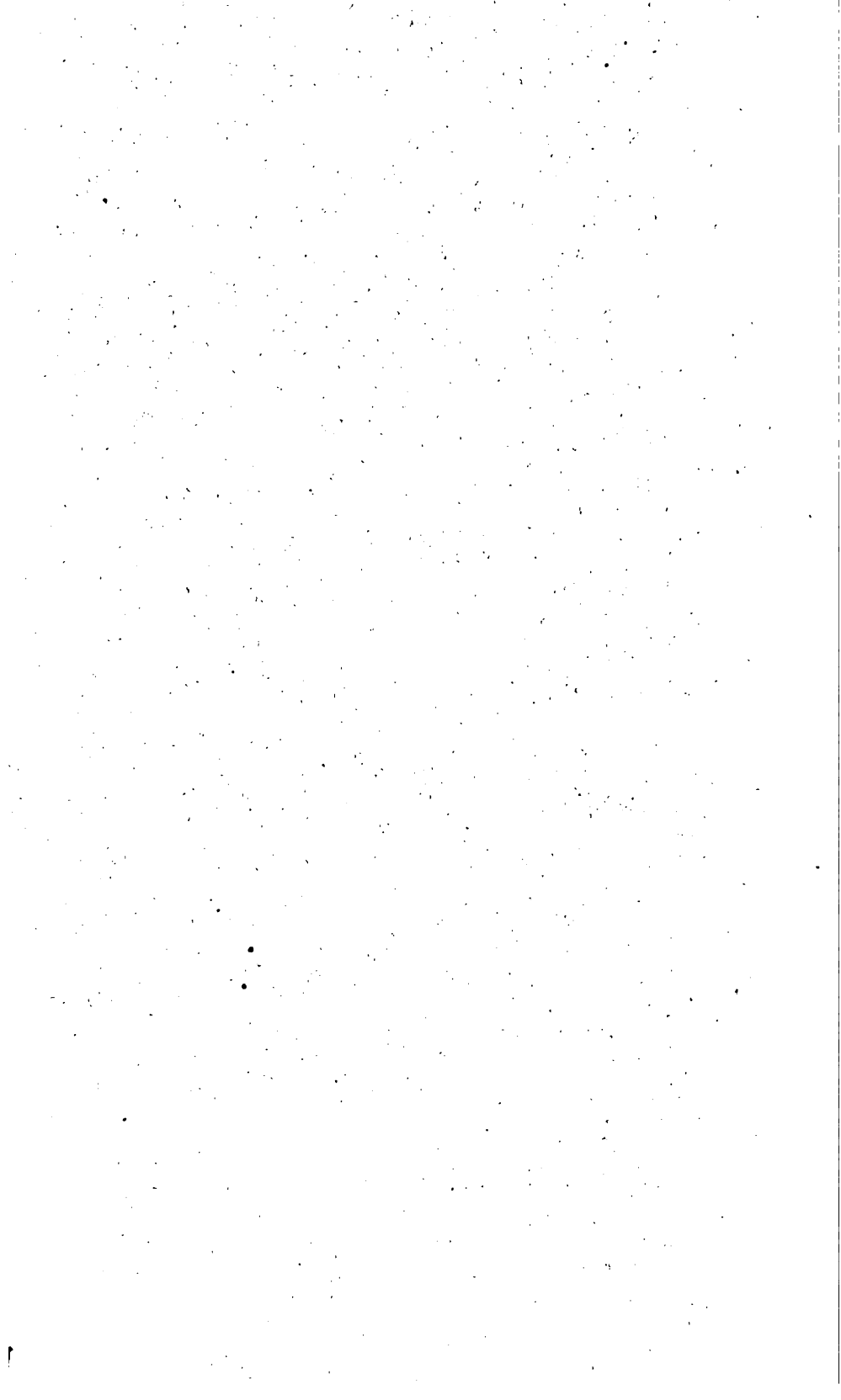


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

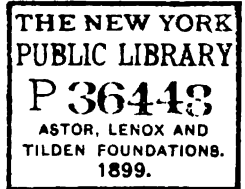
ELEVENTH ANNUAL REPORT.

1884.

Anna Ticknor Library, Boston.



SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



ELEVENTH ANNUAL REPORT.

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ROCKWELL & CHURCHILL,  
1884.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## ELEVENTH ANNUAL MEETING.

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The Eleventh Annual Meeting of the Society occurred as usual on the first Thursday of June, which fell, this year, on the fifth day of the month. The members of different portions of the Society, Members of the Committee, Associate Correspondents, and Student Members, began to assemble at 11 o'clock A.M., at 9 Park street, Boston, the home of the Secretary.

Sixty students were present, including some from New York City; Syracuse, New York; New Jersey; and Kansas City, Missouri. Fifty-four of the ladies carrying on the work, one from New York, others from Portland, Portsmouth, and Nantucket, were also present.

During the hour from 11.30 to 12.30, reports of the departments and library were read, and two essays, — one on "French Literature before the Renaissance," by Miss Ethel Beecher Allen, a graduate of Kansas University, studying in the departments of French and English Literature; and one on "Geoffrey Chaucer," by Miss Elizabeth Hirshfield, of Buffalo, N.Y., a student in the department of English Literature; besides which a short poem on the "Supernatural Characters of Shakespeare," by Miss Alice C. Jennings,

of Auburndale, Mass., a student in the Shakespeare section of the English Literature Department, was also read.

At 12.30 Dr. Eliot, Chairman of the General Committee, arrived, and forty guests. The Chairman then opened the more formal part of the meeting, and called for the reading of the Secretary's Report.

SECRETARY'S REPORT, 1883-84.

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This Society of ours has ceased to be a unique and singular variety of the species, setting out on a new and adventurous experiment; but we still have a distinct sphere of usefulness. For some time after we started we were alone in the field, while we now find ourselves on a middle ground, perhaps in the happy mean. On one side of us there is, in this country, an organization offering special help to junior professors, and teachers of both sexes, with higher fees than ours and for shorter periods, and requiring more labor, with the purpose of producing rapid advance for special objects, and furnishing answers to baffling problems. On the other side, with smaller fee, and calling for less exertion than we demand, is the scheme for good miscellaneous reading, with its thousands of readers, drawing many away from the poisonous weeds that flaunt along the highway to wholesomer food. In fact, aid by correspondence and circulation of books through the mail are becoming generally adopted for a variety of objects. A large and active society exists for cheering invalids by these means (those who are shut in to sick-rooms), called the "Shut-In Society;" the Episcopal Church and the Society of Friends have similar organizations, adapted to the wants of their members, so that the system which was new ten years ago is now generally understood, and is growing to have a marked importance.

To us still belongs the encouragement of study as distinguished from reading, united with the peculiar personal relation between one woman and another, opening many

avenues of good through our regular monthly correspondence. One of our faithful associates says, in a late letter, that she feels a benefit from her work with us in the "growth of that wider sympathy which must come from realizing under what varied and adverse pressure many women are struggling to keep alive their interest in the best things," and adds, "I have always felt that the moral results of our work, upon both teachers and taught, are fully as great as the intellectual, and I could quote more than one instance from my own correspondence in support of this."

We still cover a wide field, intellectually, since we include those who need as elementary help as can be given through such a medium, yet who desire the sympathy and the definite guidance which we give; and include, also, teachers, and graduates of colleges studying for a second degree.

Of the 672 students whose names were entered this year, 491 have persevered, continuing long enough and working well enough to have some creditable rank given to them; and the number assigned to the lowest rank, as well as the number dropped for negligence, was smaller than usual. 205 took the first or highest rank; 249 second; and 37 third rank. Only 14 were wholly dropped, 2 more being dropped in one subject. Of the remaining 167 nearly half (82) failed, simply by not fulfilling the required four months of work, many entering so late that they could not do it. 85 withdrew, some (19) without giving reason; some on the ground of illness, their own or in their families, more because they found their leisure was not sufficient for our demands; and others from the quaint variety of causes to be imagined: marrying, going to college or school, studying Kindergarten methods, joining a club for other studies, removals from home, and so on. One earnest student was married in the midst of the term, but went on undaunted; and another accomplished good work in English Literature while giving 50 music lessons a week.

123, whose names were on our books, were teachers, — 18 per cent. of our whole number. We had 320 new students and 352 old ones.<sup>1</sup>

201 ladies carried on the work,<sup>2</sup> including our Heads of Departments, all volunteers, many of them having begun as students; and the two salaried assistants have done very valuable work with sympathetic efficiency, and an interest apparently equal to that of any one.

The credit accorded by us to perseverance is cumulative. We feel sure that a woman who studies under our direction, — such books as we select and with our tests of memory, — for eight months, has acquired some mental habits, and an insight into the meaning of study which will not escape from her, but will affect her attitude of mind for the future.

Eight months' study in one subject really means joining us in two terms, for it is rarely possible to meet our requirements in every month of a single term.

We find, on a careful examination of our records, that nearly 1,100 women have made this absolute acquisition of mental force, many of them going on to 15, 20, and even 30 months on one subject, while some of them were doing, simultaneously with this, work with us on other subjects.<sup>3</sup> Besides these, about 100 women, while not adhering so long to one subject, have, by working a few months on one and a few on another subject, — making eight or more together, — gained probably as good a training, though not so good a grasp of any one course of study.

Adding these to the first, we have a total of 1,179 who may be held to have obtained a positive and permanent gain of mental discipline through our means.

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<sup>1</sup> See Appendix A.

<sup>2</sup> See Appendix B.

<sup>3</sup> The figures run thus: 8 to 12 months, 489; 13 to 16 months, 247; 17 to 20 months, 141; 21 to 30 months, 144; over 30 months, 56. Many took first rank; some, indeed, keeping it from first to last.

Even the less definite results are worth what they cost, for, as one of our earnest students says in a recent letter: "Wherever it is known it must have started ripples in the sea of life, that will roll on through all time, and who shall say not beyond time?" She adds, "I wonder sometimes what my life would have been like if it had not been for the Society to Encourage Studies at Home."

Last autumn the Committee on Graduate Study, of the Association of College Alumnae, paid us a compliment by issuing a circular to all women graduates of various colleges, saying that they could have special opportunities for advanced study with us. We hold ourselves ready to fulfil this offer, and are already being tested by a student working for a second degree, as well as by less exacting demands from graduates.

At the same time we find very interesting and rewarding work among those whose education has been sadly imperfect, and who need elementary and patient instruction. An extreme case of this kind has brought such delightful results to recompense the ingenuity and the devotion of one of our ladies, that it is worth recording. Four years ago a student joined us who could scarcely be said to have had any education, and who was, of course, unable to proceed with any of our usual schemes of study; but she was intellectually starving, with an eager, intelligent mind craving nourishment. Her correspondent, with wise and ready sympathy, devised a special plan for her, giving her a work of Universal History, with fiction and side reading, including geography, while, by the criticism of her letters, she taught her to express herself correctly. In the beginning she had an unformed hand, could not spell, nor punctuate, nor place her capitals rightly. Of course she had to be taught also how to study. Since then she has had many trials in the death of members of her family and her own illness; and hindrances, by two or three removals of her

home, once being transferred half across the continent. Not only has she been saved from a stunted mental life, and its almost inevitable accompaniment of discontent, but, being now able to send her correspondent a well-expressed and neatly-written letter, she continues to acquire knowledge, and to use it well. She is full of energy, throwing herself into the interests of the world she lives in, and even in a place where she only passed a winter she raised money for a local library. More than this, as an eager member of a missionary society, she has prepared and read at a meeting a well-proportioned, clear paper on the history, topography, and customs of a heathen country, so satisfactory to its hearers that they propose to print it, and she sent it to her correspondent for approval. Nothing could gratify us more than this rescue of a mind and life from narrow and depressing limitations.

Our library now contains 1,525 volumes, under 1,127 titles. 1,114 volumes have been circulated during the term, besides 100 during the previous summer, making a total for the year of 1,214, out of which one has been lost. The whole number acquired from the beginning has been 1,620 volumes, 1,178 titles, of which 80 have been sold, mostly to students — a few to get rid of duplicates; and 15 have been lost on a circulation by mail all over the United States and Canada of over 7,000. Four were lost by the carelessness of students. The rest were lost in the mails, which occasionally suffer from fire and flood at the West, as well as from human frailty everywhere.

Geographically we cover the same area as usual.—38 States, 1 Territory, and Canada.<sup>1</sup> California has done well this year, giving us 22 students, of whom 8 took first rank;<sup>2</sup> and 6 of our ladies residing there have carried on our work with fidelity and success.

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<sup>1</sup> See Appendix C.

<sup>2</sup> Two of them took first rank in each of two subjects.

The number of letters we receive and send usually forms an item for our report. We have supplied the mail-bags with more than 20,000 documents. The Secretary has received 3,464 letters and despatched 5,877. Students have sent 5,740, and ladies corresponding have sent 6,283.<sup>1</sup> This does not include many packages of notes and answers to examinations, nor a tolerable amount of miscellaneous matter.

Of money we have a balance of \$628.24, wherewith to meet liabilities and enter on the work of the next term.<sup>2</sup>

We have still continued to receive valuable and useful gifts, and in one instance were allowed the pleasure of using a gift as a means of further benefaction aside from our usual path. Mr. and Mrs. Campbell, of Parnassus, Penn., who were the first to give us money several years ago, gave us this winter a copy of an old folio edition of a botanical dictionary, with leave to transfer it elsewhere if we thought best. The Massachusetts Natural History Society already having a copy, we presented it to the Boston Public Library. Of other gifts one was a large collection of photographs and prints, from which a selection was made for the Art course, and formed into 5 volumes, for circulation with the other Art illustrations. The remainder, chiefly views of places and buildings, or groups of figures, are still kept at our room, where they can be enjoyed by our students as illustrations of historical or literary studies. These photographs were given by Mrs. Francis Brooks. The head of our Art Department, who is always generous in contributing to the attractions of her course, not only paid the expense of binding these photographs, but added to the Art illustrations, besides, 5 volumes of views of English Cathedrals, at a cost of \$50, in which liberal present some of her family and friends took a share. The annual

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<sup>1</sup> See Appendix D.

<sup>2</sup> See Appendix E.

present of \$100, for which we again express our gratitude, though the donor prefers to be unnamed, has been expended wholly for books, and has procured for us 84 volumes, under 76 titles. Some of them were expensive, costing \$9 and \$11. Reports and scientific papers published by the Peabody Museum, at Cambridge, have been sent to us twice during the winter; and Mrs. S. B. Watson, of East Windsor Hill, Conn., whose daughter, a valued associate in our work, has died, presented to us a number of papers from scientific periodicals, on Botany and kindred subjects. A member of our committee kindly arranged these, had them bound, and added tables of contents, which increased their value to us, by making them readily available. Interesting additions have been made to our Herbarium by friends and strangers; and several of our ladies have given books to the Library.

We have been cheered by several pleasant notices of our work; the longest and most important appearing, one in "Science," by Mrs. Christine Ladd Franklin, the other in "Education," by Miss Lillian Munger.

The History Department has no new tale to tell, only the old one of thorough work and the usual rivalry in numbers with the English Literature Department. The studies are pursued in monthly divisions of the subject, with text-books and auxiliaries mingled, the student being required to examine and compare for herself, and to write out the results of her researches (besides examinations), rather than to give the contents of a particular book, or the ideas of an individual historian. Both students and correspondents seem to find great satisfaction in this method, as inspiring interest and developing habits of comparison and judgment. The use of fiction, too, as a help to the imagination, often has a valuable effect. One lively student writes thus after

reading one of Ebers' novels. " Nothing like a novel to make one realize that history is something besides a book. It was wonderful enough to think that so many thousand years ago Rameses really lived, and ate, and slept, and loved, as we do, but when no less a person than Moses himself appears it is startling. It had never before occurred to me that Moses might have been an individual ! " This one is a married woman, who says in the same letter : " I have, you know, two babies. I do all my sewing, and have all the care of the babies. I only keep one servant. If I had not joined the class I would have read nothing ; but all winter I have had a new interest outside my work, which was my reading ; and it is a wonderful thing to have even one outside thing to think of. The temptation is *not* to neglect the babies, but to neglect everything else. "

223 students entered for history and only 6 caused themselves to be dropped. The rest got some rank (160) or did well for a short time, too short to count (24), or failed for good reason.<sup>1</sup>

The second department, that of Natural Science, with its three sections and three subsections, makes its usual good report.

In the study of Botany many indications must be collected to show the quality of results. Important text-books, with a variety of auxiliary reading, show one kind of preparation ; the planting and watching of seeds, with notes and drawings, shows another ; analysis of dried flowers from the Society Herbarium shows another ; examination with microscope of mounted specimens furnished by the Society, with instructions for mounting specimens, is another. Finally, a clever plan was carried out this spring, when

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<sup>1</sup> See Appendixes F, G, and H.

all were asked to keep diaries of events in the plant-world during April, and 10 students, scattered from Maine to Texas, obeyed the suggestion. The result of this was that one and another expressed surprise at the amount there was to see. One says "I never had my eyes opened as they were yesterday in the woods." Another: "A large maple near the house shows its beautiful red flowers. I call them dainty flowers, and when I am asked where I find them, my friends are amazed when I point to the trees," and so on. Several gifts have been made to the Herbarium, which needs constant replenishing, because the specimens are sent out for analysis and cannot return.

The section of Physical Geography and Geology also includes study of specimens and out-door work. It moreover includes, in some instances, Archaeology, and Mineralogy with blow-pipe analysis; and, in one case, a special study of fossils has been accompanied by readings on Zoology. Named specimens are sent for analysis; help is given in naming specimens collected by students; and out-door work is promoted, so that the 35 books used — besides some periodicals — by no means represent the whole work done, any more than in Botany. One student of Geology wrote, after a visit to a sister with a house full of children: "To my surprise, I found the ravines and cliffs around the farm rich in fossils. My enthusiasm became contagious, and from morning till night the little ones came to me with specimens of various sorts. Perhaps you are glad to know that, through your kindness and patience, these children, on a remote Kentucky farm, where the country people do not know the meaning of the word fossil, are making a collection with genuine enthusiasm."

The section of Mathematics and the ~~studies~~ of Zoology have been less productive of results this year than the others. In Zoology only 6 entered, one of them after two

thirds of the term were passed. Besides this late arrival, only one kept on to the end. As the special report says, "The others fell sick, or bought land, or married, and had to be excused." A similar fatality seemed to fall on the sections of Mathematics and Astronomy. The average age of these students is higher than before, and a large proportion of them had busy lives, a majority being self-supporting women. Therefore, while the quality of the work was good and the students were earnest and interested, the press of other duties caused irregular reports and many withdrawals. The teaching on these subjects requires specially sympathetic help on the part of the correspondents; and proof is abundant that it has been given, and has produced not only friendly relations, but a desire to renew those relations hereafter. In Astronomy an unusually large amount of work has been possible outside of text-books, the planets being in fine positions for observation; and, even from observations made only with opera-glasses, good drawings have been made. There is a plan for using, hereafter, an inexpensive process for photographing such drawings. Altogether, the Department of Science had 112 students entered, and of these 11 studied in two sections, having a separate correspondent in each.

The third department, Art, has had its usual quota, and its usual success, three-fourths of its students persevering. The illustrations having been increased by the handsome gifts already mentioned, have been circulated as usual, and with 14 text-books, 18 and more of auxiliaries, — such as Mahaffy's and Symonds' works, Viollet le Duc, Mariette Bey, — have been in use. The largest number of works read by one student was 18. The advantage of such reading and study has been illustrated this year by the experience of one of our lady *associates*, who was originally

asked to help us because so much of her life had already been spent in Europe, and her love of Art in all its forms was so developed, in connection with a bright intelligence and unusual social opportunities. This winter, passed in Rome, has caused her to write, — not to us, but to her personal friends, — of the great gain she finds in her appreciation and comprehension of the world of Art, in consequence of her work with us, in helping others to study.

The Art Department was entered by 93, of whom 72 took rank.

The two departments of foreign literature, as usual, run very near together. 29 entered for German, and every one took either first or second rank. 15 corresponded in German.

31 entered for French, of whom 8 withdrew and 1 was dropped, the remainder, 22, taking first or second rank. Of these 15 corresponded in French, and at least one has done thorough and very earnest work on early French literature, with the intention of continuing another year, and completing the historical view of the literature. 4 of the students in the French department are teachers, and 7 are married women with many cares. 10 text-books and 45 auxiliary works have been used, and some of the teacher students have accomplished much amid great hindrances.

The more searching and methodical system adopted of late in the course of English literature has borne good fruit. The head of the department says: "It is, perhaps, more difficult to estimate the amount of good done in this department than in any other, for many of the pupils take up the subject merely because they wish to know what to read in the few leisure hours they have in busy lives.

Most of our students, however, are ready and willing to work hard, though they do not always fulfil their own expectations. One young lady wished during *one* term to study all the noted English authors, beginning with the formation of the language, and coming down to the present time, and withdrew after a few months, having hardly read one book. On the other hand, one who wrote that she did not wish to *study* Shakespeare, but to read a few plays, was brought to see the error of her way, and, after thanking her correspondent warmly for a rather severe letter, promises to come again next year to *study*."

247 students entered this department for the term, of whom 3 entered two sections. The largest number, 93, selected the first subsection, covering the early period, and coming down through the Shakespearian period; 54 selected the Queen Anne period and 18th Century; 67 the 19th Century. 36 took up the special study of Shakespeare,—more than ever did so before, and they worked hard.

From these various departments a goodly number of essays was contributed, from among which 24 were culled and sent to the Secretary, and from these again were selected the four which, beside a little poem, have been or are to be read,—some before the present company, some in the preliminary part of the meeting, before members of the Society alone.

After the conclusion of the Report, an Essay "On the Dissemination of Seeds," written by Miss Mary M. Tarbox, of Bath, Maine, a student in the Science Department, was read, followed by another Essay on "Science in Art," by Miss Mary F. Russell, of Lawrence,

**Mass.** The Society, having thus addressed its guests, through its Secretary, and through two of its students, one of the guests, Dr. Charles Sedgwick Minot, spoke to the students on the value of the Study of Natural Science.

The Chairman then closed the meeting with a few cordial and earnest words.

PASSAGES FROM REPORTS FOR 1881 AND 1883. — HISTORY  
AND METHODS OF THE SOCIETY.

In June, 1873, some papers of an English Society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English Secretary added very little to the interest already excited. . . .

Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes, for we thought all needed us, though for different reasons, as all are liable to the consciousness of a deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at head-quarters at the end of each year for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons, who entered as students during the first term.

This committee was formed with only two points of method settled, namely, that there *should* be a regular correspondence, and that there *should not* be competitive ex-

aminations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The readers must make notes;" to which another answered, "That is useless, for, as soon as a fact is written down, it is discharged from the memory and forgotten." "Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years; and we now rely upon frequent examinations, — on books or portions of subjects, — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are twenty-four for selection, included in six departments with sections and subsections, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz.: How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the Head of the Department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the Head of the Department in her selection of the correspondent.

No further direct communication takes place between the Secretary and the student, — extraordinaries excepted; but every month a formal report is received at head-quarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the Head of Department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode

of work. The first book to be used is, if she desires it, sent to her from our Lending Library, and she begins to read, with the practice of making memory notes, being expected, thenceforward, to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract, or to answer Examination Questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties, all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop, or a mill, among the operatives to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order, and a family judiciously fed, so that, when called on to oversee, or to do the work, she may fill her place easily, and be more free for mental occupation in some form which attracts her taste. The natural turn of the mind deserves special consideration after school days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

**STUDENTS REJOINED.**

For a 2d Term	.	.	.	.	.	.	115
“ 3d “	.	.	.	.	.	.	105
“ 4th “	.	.	.	.	.	.	48
“ 5th “	.	.	.	.	.	.	41
“ 6th “	.	.	.	.	.	.	14
“ 7th “	.	.	.	.	.	.	22
“ 8th “	.	.	.	.	.	.	1
“ 9th “	.	.	.	.	.	.	6
							<hr/>
							352

## APPENDIX B.

### DIVISIONS OF STAFF.

I.	History	.	.	.	.	.	.	.	54
II.	Science	.	.	.	.	.	.	.	88
III.	Art	.	.	.	.	.	.	.	19
IV.	German	.	.	.	.	.	.	.	7
V.	French	.	.	.	.	.	.	.	15
VI.	English Literature	.	.	.	.	.	.	.	69
<b>Heads of Departments</b>									<b>6</b>
									<hr/>
									208
<b>Those teaching in 2 courses</b>									<b>7</b>
									<hr/>
									201

## APPENDIX C.

Massachusetts . . . . .	141
New York . . . . .	106
New England (Me. ; N.H. ; Vt. ; R.I. ; Conn.) .	100
Middle States (Pa. ; Del. ; N.J. ; Md. ; Va. ; W. Va. ; D.C. . . . .	137
Middle Western (Ohio ; Ind. ; Ill. ; Iowa ; Kan.)	57
North Western (Wis. ; Minn. ; Mich.) . .	34
South Western (Mo. ; Ken. ; Tenn.) . . .	29
Western (Neb. ; Col. ; Nev.) . . . .	6
Southern (N.C. ; S.C. ; Ga. ; Fla. ; Ala. ; Miss. ; La. ; Texas) . . . . .	28
Pacific (Cal. ; Oregon) . . . . .	22
Territories (Dakota) . . . . .	5
Canada . . . . .	7
Total . . . . .	672

## APPENDIX D.

Department.	Letters written to Students.	Letters received from Students.
I. History . . . . .	1,845	1,704
II. Science . . . . .	759	727
III. Art . . . . .	891	825
IV. German . . . . .	324	315
V. French . . . . .	186	185
VI. English Literature . . . . .	2,278	1,984
	6,283	5,740

## APPENDIX E.

## TREASURER'S ACCOUNT.

Receipts, including balance from last year . . . . .	\$2,981 25
Expenses . . . . .	2,353 01
	<hr/>
Balance, June 1, 1884 . . . . .	\$628 24

*Items of Expense.*

Postage (partly stationery) . . . . .	\$600 35
Salaries of Secretary's and Librarian's As-	
sistants . . . . .	647 05
Rent . . . . .	487 25
Printing . . . . .	314 59
Furniture . . . . .	67 92
Stationery . . . . .	85 25
Library, and purchases for students . . . . .	126 85
Expresses, messenger, and small expenses . . . . .	23 75
	<hr/>
Total . . . . .	\$2,353 01

## APPENDIX F.

Department.	Entered.	Forwarded.	Dropped.	Examined.
I. History.	223	160	6	57
II. Science,	112	69	1	42
III. Art,	93	72	2	19
IV. German,	29	29	—	—
V. French.	31	22	1	8
VI. English Literature,	247	152	6	59
	<hr/>	<hr/>	<hr/>	<hr/>
	735	534	16	165

Of these, 17 took two sections in the same course, 3 in History, 11 in Science, and 3 in English Literature.

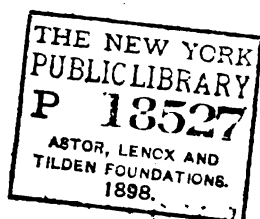
## APPENDIX G.

	Department.	1st Rank.	2d. Rank.	3d. Rank.	Totals.
I.	History . . .	62	85	13	= 160
II.	Science . . .	41	26	2	= 69
III.	Art . . .	88	26	8	= 72
IV.	German . . .	10	19	0	= 29
V.	French . . .	10	12	0	= 22
VI.	English Literature .	56	107	19	= 182
		—	—	—	—
		217	275	42	= 534
	Of these, 43 had rank in two courses,				43
					—
					491

## APPENDIX H.

## EXAMINATIONS.

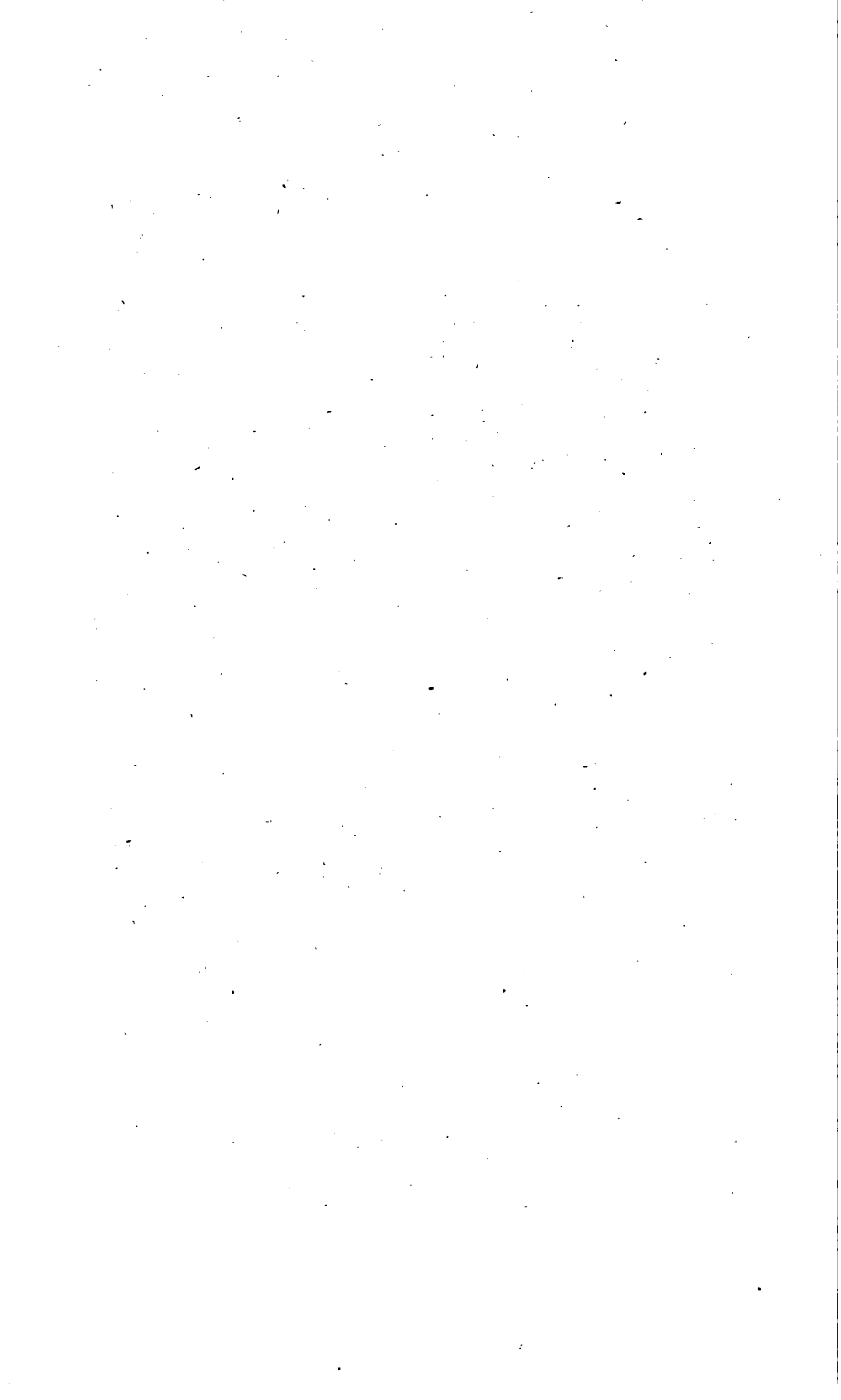
I.	History . . .	.	.	.	.	.	378
II.	Science . . .	.	.	.	.	.	104
III.	Art . . .	.	.	.	.	.	309
IV.	German . . .	.	.	.	.	.	—
V.	French . . .	.	.	.	.	.	10
VI.	English Literature .	.	.	.	.	.	442
							—
							1,243

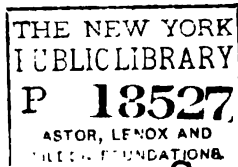


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

TWELFTH ANNUAL REPORT.

1885.





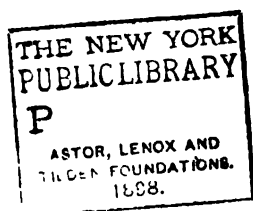
SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

TWELFTH ANNUAL REPORT.

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ROCKWELL & CHURCHILL,  
1885.





# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## TWELFTH ANNUAL MEETING.

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THE Twelfth Annual Meeting of the Society occurred on the fourth day of June, that being the first Thursday of the month. Representatives of the different portions of the Society, of the Executive and General Committees, the Associate Correspondents and Student Members, began to assemble even before the appointed hour, 11 A.M., at the residence of the Secretary, 9 Park street, Boston.

Sixty students were present, some from Colorado, Michigan, Pennsylvania, Central New York, and New York City. Fifty-nine ladies, carrying on the instruction by correspondence and the organized work of the Society, were also present, some from Virginia, and from distant points in New England.

Special reports of the departments and library were read, and these were followed by two essays,—one on "Montaigne," written by Miss G. S. Kimball, of Blackstone, Mass., a student in the French Department; and one on "Leadville," written by Miss Delia White, of Leadville, Col., a student in the Science Department.

The Chairman of the Committee, Dr. Samuel Eliot, arrived at 12.30, when forty-four guests also came, and the more formal part of the meeting was then opened, the Chairman calling for the Annual Report, which was read by the Secretary.

## SECRETARY'S REPORT.

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For the twelfth time we have now called on our friends to meet and listen to our tale. The handful of students — 17 — and the little group of friendly guests — 13 — who came, on our summons, to our first meeting, have grown to a goodly company, and have proved to be the nucleus from which a wide circle of cheerful light has spread. We have lately completed a kind of census of all who have ever joined us as students, and we find the total number 4,597, — one hundredfold the number of those who joined us for our first term.

At the same time we know that most of these units represent widening circles, even spheres of vibration, making the soundless impulses which go out from here reach the heart of many secluded spots. These secluded spots may be in crowded as well as in lonely places, — in homes where money is plenty and luxury abundant, or in homes where our little fee is hard to collect, — for the seclusion may be as great for an isolated mind surrounded by wealth and gayety as in a lonely farmhouse.

In the outset of our work the question was once asked, "Is it eleemosynary?" and the prompt answer was, "By no means."

Yet it is often alluded to as a charity. So it may be; but the charity in this case covers broader ground than most so-called charity, for it is meant to reach poverty or even restriction of mental resources, no questions being asked about material possessions, while it includes occasionally the ordinary form of charity, when we relinquish our fees and charges of all kinds.

Again and again we have to meet the suggestion that money should be used by some of our students to buy the aid which we give almost without price ; but we hope to create the desire to purchase ; and then we often utilize that desire in our own way, by turning the student who has means and leisure into a benefactress, giving out to others as she has herself received.

On our working staff of 184 ladies, 42 began as students and 14 still occupy both positions at once, the system of calling on them to come forward and help us having been begun in the fourth year of our existence ; and during the nine years since its adoption 89 have thus changed their duties among us.

The present staff of 184 ladies, instructing by correspondence,<sup>1</sup> has exercised its powers during this last term on 604 students, of whom only 14 were dropped for negligence, and 81 withdrew absolutely ; so that 509 persevered in intention, although only 440 were able actually to do the amount of work we demand for the acquisition of what we call rank.<sup>2</sup>

Competition is impossible in such work as ours, but the records kept from month to month by the correspondents, and the examinations, — on honor without reference to books, — form a good basis for testing work ; and these pass under several judgments before being recorded as final, and used for the awarding of rank.

Practice and experience enable our ladies generally to detect dishonest work ; that is, notes or answers to questions for which books have been used. Sometimes a remarkable memory, or one practised in a school routine of memorizing whole pages, causes the student to set down the language of an author almost verbatim ; and this leads to scrutiny, with an effort, where the work is found to be genuine, to

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<sup>1</sup>See Appendix A.

<sup>2</sup>See Appendices B and C.

liberate the reader's mind from such fetters. In one instance, some years ago, a student was suspected of copying answers, and her teacher, who was a neighbor, invited her to stay with her, and, giving her fresh questions, shut her up absolutely without access to books. Finding exactly the same result, she was astounded by the girl's memory, which was accompanied by other remarkable powers of mind.

Every year we have proofs of special gifts and industry.

This term one student, 21 years old, and herself a teacher in a school, has on 19 History examinations taken 100 per cent. (every answer correct) five times, and the remaining 14 were all marked over 90 per cent., while she read all the 13 volumes of text-books, and 30 or 40 of auxiliary reading recommended for the 17th century, which was the period on which she was engaged.

Another, also 21 years old, has on examinations reached 100 per cent. five times in History, and twice in Botany.

During this winter the assistants of the Secretary and Librarian have accomplished a practically valuable work in making a card catalogue of all students who have ever entered their names with us, each card containing memoranda of the subject studied and rank attained, as well as of the number of terms for which the student entered, and the total number of months during which she has actually studied. From this catalogue we obtain the result of 4,597 names, mentioned just now, besides interesting items of work accomplished; and, by means of it, the Secretary's department has now been put in as accurate order, and its information made as readily available, as the Librarian's, both being in fact as complete as is in any way needful; since the history of a book or a student can be traced from first to last in a very few minutes.

Our methods of work by monthly correspondence, memory-notes, and so on, are now pretty well understood,

and are maintained in the same manner as heretofore ;<sup>1</sup> and, in most respects, our history, for the year just closed, is a repetition of that of other years.

Geographically, our students represent 38 States and 1 Territory ; while we have had several in Canada, and 2 keeping up their connection with us while residing in France and Japan.<sup>2</sup>

History and English Literature are always our leading subjects ; Science and Art coming next in proportionate numbers ; German and French Literatures last, — the percentages of perseverance being also curiously uniform, but in an inverse ratio by pairs. In other words, German, with the smallest numbers, has the highest ratio of perseverance ; and French, its twin, comes next. Science and Art following, stand, in this respect, as well as in numbers, between the foreign literatures, on one hand, and the History and English Literature Departments, where the actual numbers are greatest, on the other. This seems to indicate a fundamental idea, which is confirmed by our general experience, for our percentage of good work and perseverance is apt of late to hold this relation to our whole number.

In fact, of those who join us now, a larger proportion mean work, and know that we expect it from them ; they know, also, that it is to be quiet, unexciting work, without the stimulus of social meetings or diplomas ; and those who, in joining us, select more difficult studies, such as Science and German Literature, do so because they are eager for the knowledge and aware that it cannot be obtained without labor.

Of our 604 students 280 were new, and 324 had been with us before, 4 of them for ten years.<sup>3</sup> 15 were with us for the 8th term, 11 for the 7th, 26 for a 6th, and so on up to 73 for the 3d year, and 110 for the 2d.

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<sup>1</sup> See pp. 16-18.

<sup>2</sup> See Appendix D.

<sup>3</sup> See Appendix E.

One person has never failed to work with us, as student or teacher, from the beginning until now, except when she passed a winter in the Sandwich Islands.

We have not examined the relative ages of our students for some time, but we find the same proportions as six years ago. More than half are between 20 and 30 years of age, about 1-4 are between 30 and 50, 1-6 under 20 ; of the rest, a few are over 50, and the rest unknown.

Our Health tract is still distributed to every new student ; our friends are kind and liberal, so that we have received the same amount as last year, — \$120.00 from two benefactors ; and, finally, our library has been as active as ever, while we still hope to increase its activity very materially in future. The library now contains 1,561 volumes, including 320 duplicate works, and has had a circulation this year of 1,036 volumes for the use of 259 students and 57 corresponding associates. The total of our losses in books in eleven years, on a circulation, by mail, of between 8,000 and 9,000, is now 20 volumes. Some, which we still hoped to recover when our last Report was prepared, did not reappear ; one, at least, having been lost in the mail. For this closing term of eight months we have but one loss of a single volume to report, and that occurred in an odd way. The book was mailed on its return from a place where the mail train did not stop, but relied on a gymnastic feat in the way of catching a bag from a projecting crane ; and on this particular occasion the gymnastics were not successful, the bag fell on the track, the cruel train crushed our book to atoms, and the letter accompanying it was picked up from the snow by the station-master.

Our friends seem usually to be much impressed by the amount of letters we receive and write, our whole system being dependent on the mail-bags.

This year, in our various departments, 4,704 letters have been received from students, 5,746 written to students ;

while about 3,000 were received at the Secretary's headquarters, to which returns of various kinds, printed and written, to the amount of about 6,000, have been sent.<sup>1</sup>

Nine clubs have been connected with us. 112 teachers by profession have been among our students, constituting 18 per cent. of our whole number; and we have had 5 free students, with 7 using our library without charge.

Our finances must not be wholly ignored; but it is enough to say that we had a balance, on June 1, of \$694.34 to pay our debts and prepare for the next term, for all which it will just suffice.<sup>2</sup>

High commendation and thanks are due to the two assistants of the Secretary and Librarian, whose labors during the term have gone beyond what salaries could remunerate. During months when, of necessity, a much larger share of work and responsibility than usual has been thrown on them, they have met the demands with fidelity and ability, and with uniform alacrity and good-will.

Seven years ago a Swedish gentleman, whose wife was an American, and who is himself much interested and occupied by educational affairs in his own country, made inquiries about our Society, and began to move in efforts to start a similar one in Sweden. He wrote and translated for newspapers, he printed pamphlets on the subject, and lately his efforts have seemed to be approaching success. He wrote to us this winter, saying that such a society was now actually about to be established, and asked for all possible materials for use in forming its plans, all which were gladly sent.

The first department, that of History, has been prosperous, and the new system has been carried into all sections, but there are few incidents to record.

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<sup>1</sup> See Appendix F.

<sup>2</sup> See Appendix H.

207 students entered it under the direction of 43 correspondents, and 467 examinations having been distributed among them, the average of results was 70 per cent.<sup>1</sup>

Great industry in both portions of the department, teachers and taught; perseverance in spite of serious hindrances and obstacles, bearing fruit in refreshment of mind which lifted the students over harassing cares; remarkable progress in some instances, two of which have already been mentioned, — these are the cheering facts which have met the new Head of the Department, when her modesty made her dread the responsibility, and great family cares and anxieties rendered her work difficult at the outset.

In the Science Department, entered by 93 students, and conducted by a staff of 37 persons, there is much life and interest, with a gratifying assurance of the ever-widening circles reached by its influence.

A farmer's wife, living in New England, far from railroads and libraries, took up Geology with us in order to interest her son, and wrote, after her first month's study: "I have enjoyed very much reading the Primer. I have read it through and collected quite a number of stones. I have eyes to see now what I have never seen before."

A student of Zoölogy has been also a missionary, as the following extracts from her letters at different times through the year will show: —

December. — "Lest you think that I have heedlessly let the autumn slip by, I must tell you that I have been very busy in helping start a Monday Evening Game Club for street boys. The numbers have run up in a few weeks to over 200. It has really taken a good deal of time to organize the club and provide entertainments. It is delightful work, but it takes the time that I should like to give to my

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<sup>1</sup> See Appendix G.

beetle friends." . . . . A little later she writes, "I wish you could see my boys; they seem to me entirely beyond everything, — even beetles."

February. — "I am starting a Natural History Society among my boys. I know very little about any science, but there seems no one else to start it. I take great comfort with my grasshoppers."

March. — "The letter, pamphlet, and, zoölogy (Morse's First Book) came by the morning's mail. I was so much excited and pleased that I could scarcely eat my breakfast. I showed the zoölogy to my society, and they liked it so well that I have bought copies for them to use as text-books, and now I want to find some means of posting myself on the habits of the Mollusca."

In April, in response to a request for some account of the young naturalists, she says: "The Natural History Society is composed of seven or eight boys about fourteen years old. A few of them are in school and the rest at work. One of them peddles candy. They, none of them, have time or inclination to *study*, but are very bright, and are easily interested. I try to make it as little like a class as possible, and to put the management into their own hands. We therefore call it the 'Scientific Club,' have a treasurer, secretary, and chairman, elected for every meeting, so as to give every member a chance to preside. The chairman having called the meeting to order, the boys read a chapter in the Zoölogy, stopping for questions and explanations. They then hand in the drawings they have made, and specimens, and tell stories, and read anecdotes about animals, the reader calling upon some member of the society to give an account afterwards of what he had read. I suppose they would learn more to be taught as a regular class; but I do not care if the Scientific Club is not very learned, if the members only learn to keep their eyes open to the wonders of Nature."

A school-teacher studying Algebra with us says: "The Society will have my heartfelt thanks always for having given me instruction that otherwise it is impossible for me to obtain. When one has one's living to make, and has to learn how to do it with no instruction, it is quite a disheartening affair; and it seems to me that the work under the direction of the Society is just what is needed by women who must work for their living, and wish to study at the same time."

In the section of Botany 11 text-books and 18 auxiliary works have been used, while all students were urged to analyze specimens and make drawings, with steady gain in this direction; while some beginners were put at once to this practical work, with no text-book except Prof. Goodale's little manual "Concerning some Common Plants."

In the Art Course, which was entered by 77 students, having 16 ladies carrying on the correspondence, it is found that those do best work who take up special subjects and study them in a variety of books, which agrees with our general experience; and, in consequence of this, the system followed in the History Department is being adopted in the Art Department,—that of presenting a topic for a month's study, with a list of works to be consulted. One Art-student read 17 books during the term, and one had the enjoyment of 20 volumes of the collection of Art Illustrations.

This collection of photographs and prints now amounts to 58 volumes, circulating during this term 145, and the list of its contents is a delightful one. A few specimens are as follows: No. 18 is a volume of views of the Acropolis at Athens, and No. 20 is of the Elgin Marbles; No. 27, Sistine Chapel frescoes; No. 31, Decorative figures in the same chapel; No. 26, the Brancacci chapel at Florence; No.

33, Frescoes in the Cathedral at Orvieto; No. 35, Mosaics at Ravenna; No. 40, Albert Dürer and his school; Nos. 43 to 47, English cathedrals; No. 50, Temple of Apollo at Bassae; No. 53, Ancient woodcuts; No. 49, Watts and Burne-Jones. These volumes are sent to students free of charge, except prepayment of postage to the next student who is to use them.

Another attractive feature of this department is its scheme of imaginary tours, by which, with a judicious selection of history, and art study, books of travel and fiction, a student makes journeys without expense or fatigue, and, at the same time, as the experience of several of our students has proved, makes good preparation for actual travel.

The German Literature Department was entered by 17, with 7 of our associates to correspond with them; 6 carried on the correspondence in German, 3 of the instructing ladies being natives of Germany.

French Literature was adopted for study by 32, who had the aid of 17 correspondents, and 22 carried on the correspondence in French; 5 of our associates in this department, for this term, having been native French ladies. There were in use 15 text-books and 50 volumes of auxiliary works. Ten of the students are married women, some of whom selected this study in order to help their children.

Several of the French students have taken other studies with us at the same time, and one of these has for two years been pursuing a very thorough course, both in English and French Literature, expressly in order to obtain a second degree in the University of Kansas. She seems to

be successful, and attributes much of her success to us, for she writes: "I have the pleasure of informing you that upon the Studies at Home course, I have been appointed to deliver the Master's Oration in Kansas University in June; I am the third girl in the twenty years' existence of this College who has received this honor."

The department of English Literature, which this year leads all the others in numbers, being entered by 245, with 64 instructing correspondents, has worked very smoothly this term, having been admirably reorganized during the past three years, both from a literary and a practical point of view. The Shakespeare section, which requires the greatest application, has been very successful, and marked by an especially high average of scholarship.

A student of English Literature says in a late letter, "I have been a little afraid to mention my increased interest in books, for fear you would think me drawing hasty conclusions, but I have realized for some little time that I regard them in an entirely different light. Of course, I am anxious to join another year. I know not what I should do if I were to be deprived of the pleasure this society gives;" and she adds that her general health is better, "and much of this condition I attribute to the society."

We have the pleasure to-day of welcoming members of our Society from Virginia and Pennsylvania, from Michigan and Central New York, and we feel that the bonds which hold us to our distant members are delightfully strengthened by such personal meeting, while we trust they may feel rewarded for the exertions they have made to be present.

In conclusion it only remains to say, that to-day we, as

a society, bid farewell to this old house, and our next annual meeting will probably be held at 41 Marlborough street, where the head-quarters of the society will be established presently.

After the reading of the report two essays were read, one on the "Abdication of Charles V.," written by Miss Geraldine Low, of New Haven, Conn.; the other, called "Spring with Chaucer," by Miss Katherine E. Schaeffer, of Germantown, Pa.

Through its Secretary, and through the essays of its students, the Society had now been represented; and an address then followed by one of its guests, Prof. Shaler, of Harvard University, its special subject being the Study of Nature and modes of harmonizing it in education with literary and historical studies.

The Chairman, Dr. Eliot, closed the meeting with appropriate remarks.

PASSAGES FROM REPORTS FOR 1881 AND 1883. — HISTORY  
AND METHODS OF THE SOCIETY.

In June, 1873, some papers of an English Society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English secretary added very little to the interest already excited. . . .

Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons, as all are liable to the consciousness of a deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at head-quarters at the end of each year for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence, in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons, who entered as students during the first term.

This committee was formed with only two points of method settled, namely, that there *should* be a regular correspondence, and that there *should not* be competitive ex-

aminations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The readers must make notes;" to which another answered, "That is useless, for, as soon as a fact is written down, it is discharged from the memory and forgotten." "Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted Annual examinations by letter, with certificates, but abandoned the idea after two years; and we now rely upon frequent examinations, — on books or portions of subjects, — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are twenty-four for selection, included in six departments, with sections and subsections, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz.: How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the Head of the Department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the Head of the Department in her selection of the correspondent.

No further direct communication takes place between the Secretary and the student, — extraordinaries excepted; but every month a formal report is received at head-quarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the Head of Department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode

of work. The first book to be used is, if she desires it, sent to her from our Lending Library, and she begins to read, with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract, or to answer Examination Questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop, or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order, and a family judiciously fed, so that, when called on to oversee, or to do the work, she may fill her place easily, and be more free for mental occupation in some form which attracts her taste. The natural turn of the mind deserves special consideration after school days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

## DIVISIONS OF THE STAFF.

I.	History . . . . .	43
II.	Science . . . . .	37
III.	Art . . . . .	16
IV.	German . . . . .	7
V.	French . . . . .	17
VI.	English Literature . . . . .	64
	Heads of Departments . . . . .	6
		<hr/>
	Working Staff . . . . .	190
	Teaching in 2 courses . . . . .	6
		<hr/>
		184

## APPENDIX B.

	Department.	Entered.	Persuaded.	Dropped.	Excused.
I.	History . . . . .	207	147	5	55
II.	Science . . . . .	93	67	1	25
III.	Art . . . . .	77	58	5	14
IV.	German . . . . .	17	14	0	3
V.	French . . . . .	32	25	1	6
VI.	English Literature, 245	179	8	58	
		<hr/>	<hr/>	<hr/>	<hr/>
		671	490	20	161

Of these, 50 took two courses, 3 took three courses, 1 took four, and 14 took two sections in the same course.

## APPENDIX C.

	Department.	1st Rank.	2d Rank.	3d Rank.	Totals.
I.	History . . .	53	84	10 =	147
II.	Science . . .	25	38	4 =	67
III.	Art . . .	27	25	6 =	58
IV.	German . . .	8	6	.. =	14
V.	French . . .	10	13	2 =	25
VI.	English Literature . . .	69	95	15 =	179
		<hr/> 192	<hr/> 261	<hr/> 37 =	<hr/> 490

Fifty of these took rank in more than one course.

## APPENDIX D.

## GEOGRAPHICAL.

Massachusetts . . . . .	140
New York . . . . .	87
New England (Me.; N.H.; Vt.; R.I.; Conn.) .	95
Middle States (Pa.; Del.; N.J.; Md.; Va.; W.Va.; D.C.) . . . . .	122
Middle Western (Ohio; Ind.; Ill.; Iowa; Kan.)	41
North Western (Wis.; Min.; Mich.) . . .	25
South Western (Mo.; Ken.; Tenn.; Ark.) .	22
Western (Neb.; Col.) . . . . .	3
Southern (N.C.; S.C.; Ga.; Fla.; Ala.; Miss.; La.; Texas) . . . . .	40
Pacific (Cal.; Oregon) . . . . .	19
Territories (Dakota) . . . . .	3
Canada . . . . .	5
France . . . . .	1
Japan . . . . .	1
	<hr/> 604

## APPENDIX E.

## STUDENTS REJOINED.

For a 2d Term	.	.	.	.	.	.	.	110
" 3d "	.	.	.	.	.	.	.	73
" 4th "	.	.	.	.	.	.	.	60
" 5th "	.	.	.	.	.	.	.	24
" 6th "	.	.	.	.	.	.	.	26
" 7th "	.	.	.	.	.	.	.	11
" 8th "	.	.	.	.	.	.	.	15
" 9th "	.	.	.	.	.	.	.	1
" 10th "	.	.	.	.	.	.	.	4
								<hr/>
								324

## NUMBER TAKING TWO SECTIONS.

I. History	.	.	.	.	.	.	.	1
II. Science	.	.	.	.	.	.	.	7
III. Art	.	.	.	.	.	.	.	..
IV. German	.	.	.	.	.	.	.	..
V. French	.	.	.	.	.	.	.	..
VI. English Literature	.	.	.	.	.	.	.	6
								<hr/>
Total	.	.	.	.	.	.	.	14

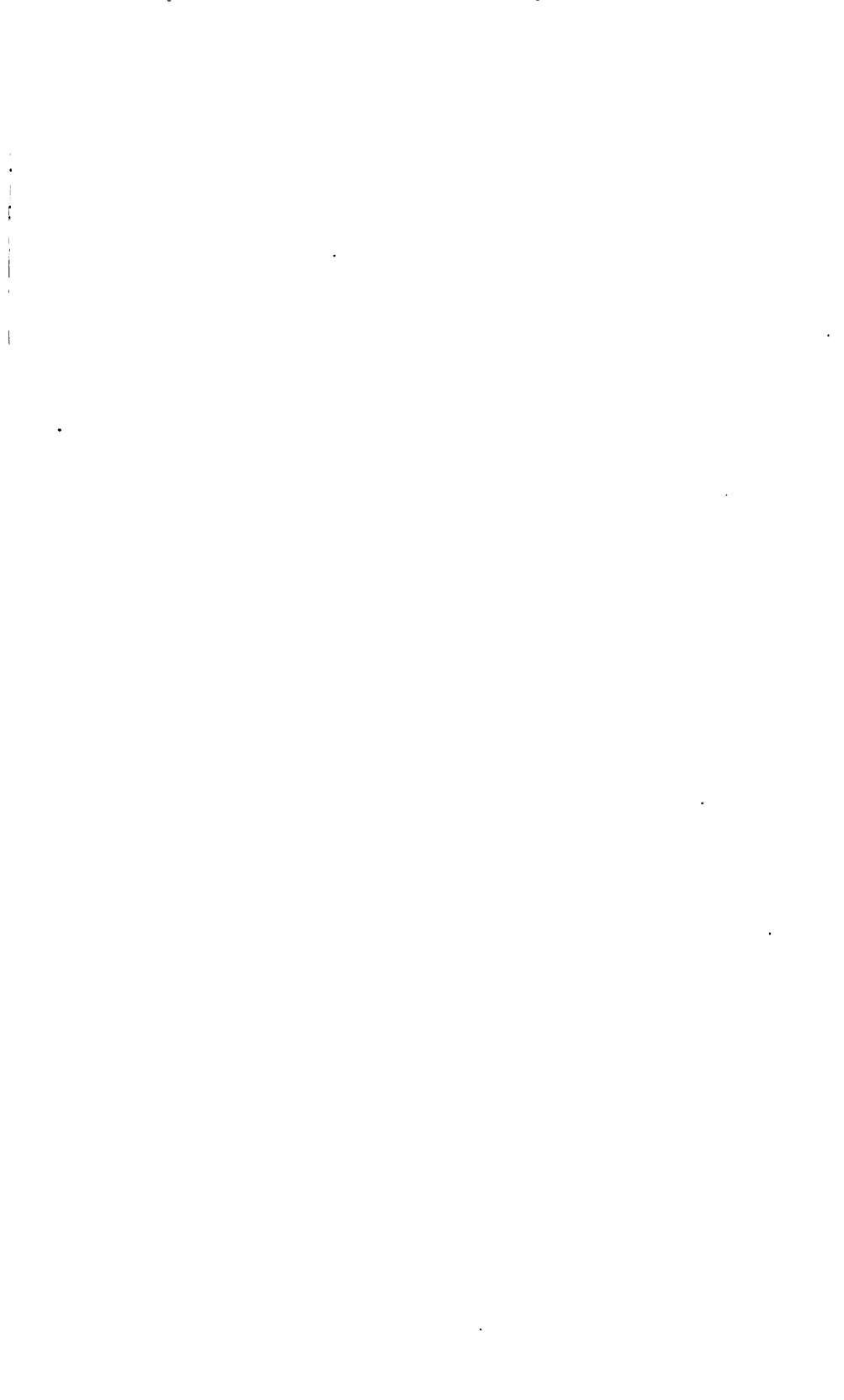
## APPENDIX F.

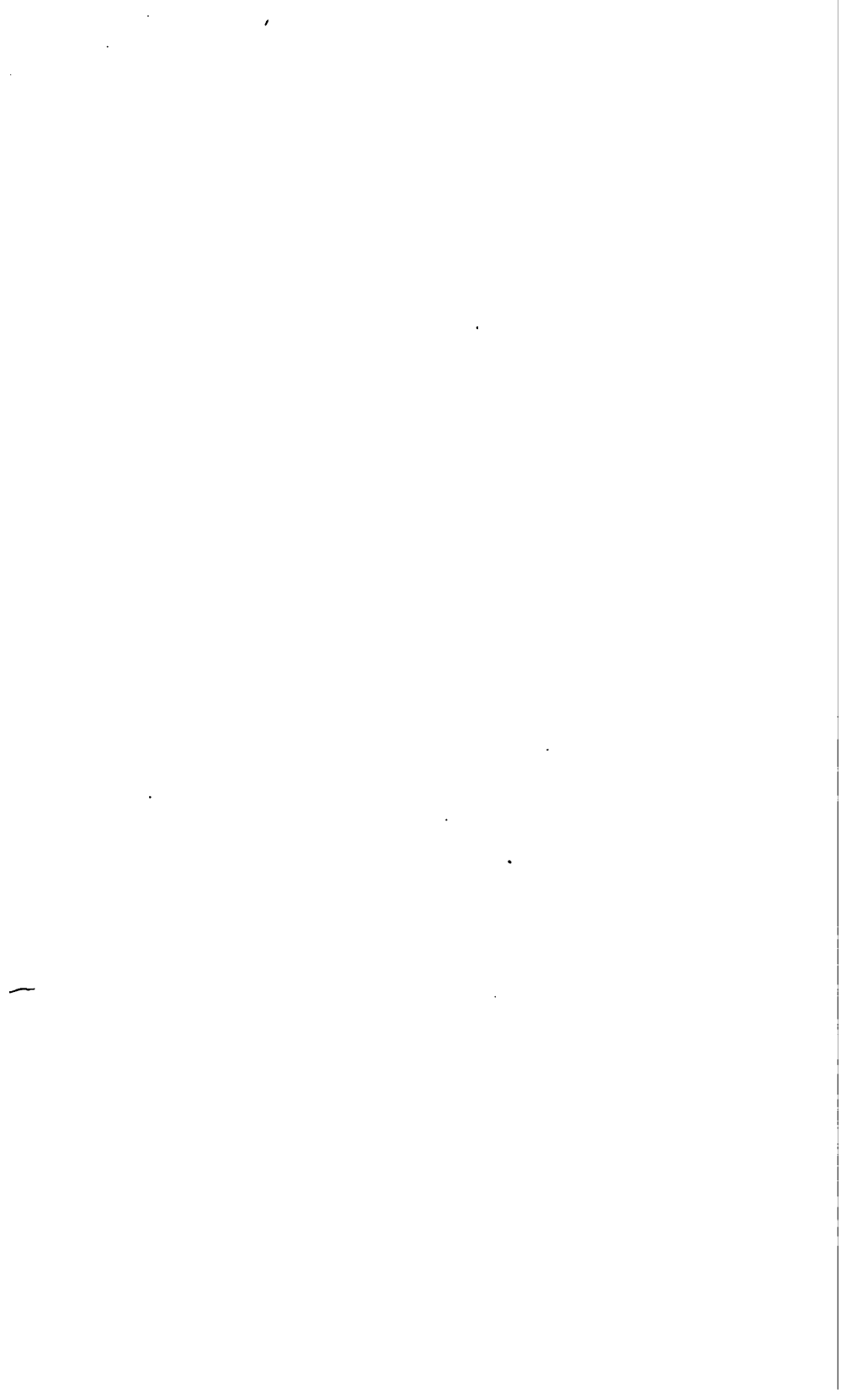
	Department.	Letters to Students.	Letters from Students.
I.	History	1,947	1,465
II.	Science	618	536
III.	Art	573	525
IV.	German	128	126
V.	French	60	54
VI.	English Literature	2,420	1,998
		<hr/>	<hr/>
		5,746	4,704

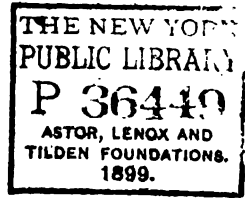
## APPENDIX G.

## EXAMINATIONS.

I.	History	.	.	.	.	.	.	.	467
II.	Science	.	.	.	.	.	.	.	96
III.	Art	.	.	.	.	.	.	.	67
IV.	German	.	.	.	.	.	.	.	..
V.	French	.	.	.	.	.	.	.	10
VI.	English Literature	.	.	.	.	.	.	.	519
									<hr/> 1,159







SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

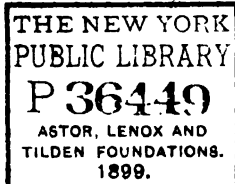
THIRTEENTH ANNUAL REPORT.

1886.

Anno Ticknor Library, Boston.



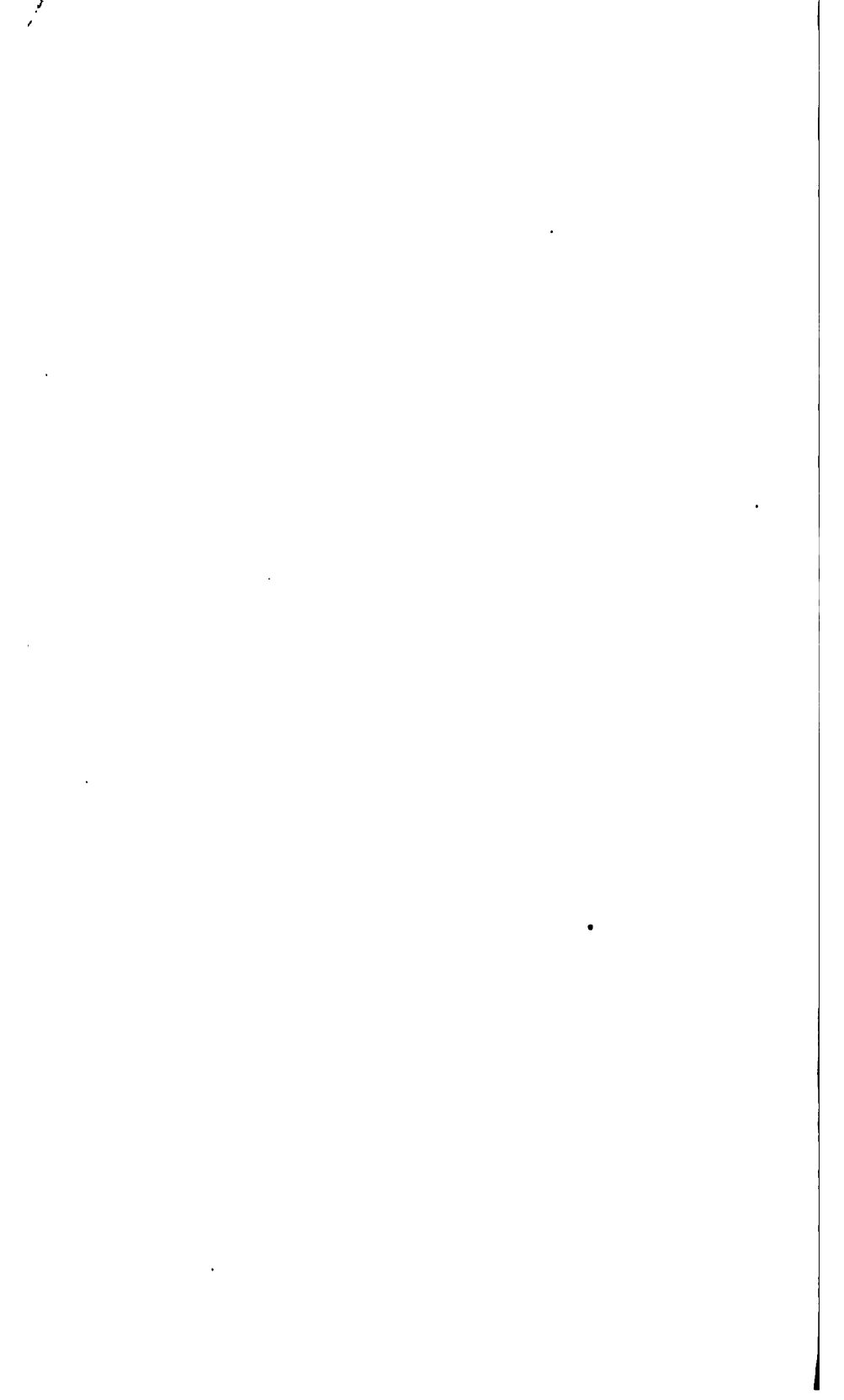
SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



THIRTEENTH ANNUAL REPORT.

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ROCKWELL & CHURCHILL,  
1886.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## THIRTEENTH ANNUAL MEETING.

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ON the third day of June, being the first Thursday of the month, the Society held its Thirteenth Annual Meeting, at the residence of the Secretary, 41 Marlborough street, Boston. Members of the Executive Committee, of the General Committee, Associate Correspondents and Students, began to assemble at 11 A.M., coming from many different places ; some from Germantown, Philadelphia ; from Keene, N.H. ; Clayville, N.Y. ; Lewiston and Portland, Me.

After the usual half-hour of social intercourse, and the half-hour devoted to special reports from the departments and library, two papers were read : one an essay on an assigned subject, — A parallel between Sir Walter Scott and Lord Byron, written by Miss M. C. Spencer, of New Orleans, a student in the department of English Literature ; and the other a piece of imaginative prose, by Mrs. T. W. Thompson, of Lewiston, N.C., a student in four departments of the society.

At half-past twelve o'clock a few guests arrived, and Dr. Samuel Eliot, the Chairman of the Society, then opened the more formal part of the meeting, calling for the Annual Report, which was read by the Secretary.

## SECRETARY'S REPORT.

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The purpose which we set before us from the beginning, and which we have continued to declare wherever we have made ourselves known, was and is to "induce ladies to form the habit of devoting some part of every day to study of a systematic and thorough kind." As one considers the words critically, it seems a daring enterprise, almost Quixotic. Such heroic schemes, unless carried on in a fanatical spirit, must yield a little here and there, and for ourselves, if we succeed in creating habits of study, systematic and thorough, we do not feel bound to make inquisitorial demands founded on the small words, "every day;" though no doubt, wherever we have excited earnest enthusiasm, the daily habit is adopted as far as practicable. A letter lately received from a student who joined us seven years ago, then a young lady of twenty, and who has persevered in study with us ever since, taking first rank five times out of seven, gives us some assurance that we fulfil our purpose. This young lady is now married, but has not allowed any relaxation of her work with us; and she writes, "I am especially glad to have formed habits of regular study before the cares and duties of life crowd in upon me and seem to make serious work in this line impossible. Having the habit formed I feel that I shall be able to go on, notwithstanding the predictions of my friends to the contrary. And for this whom shall I thank but you and your co-laborers?"

We have reason to hope that this is the conviction of the 1,250 women who (out of our total of 4,843) have now pursued some one subject with us for 8 or more months,

—some 15, 20, and even 30 months, —and that, even if such habits are broken up for a time, they will be resumed with ease and pleasure. That of those who join us one in four seems to lay a foundation for such habits is gratifying.

This is the reward and encouragement we chiefly desire, while we enjoy various forms of approval, and like to be told by an intelligent and experienced woman, herself a teacher, that we “have found one way, and,” she says, “there are not many, in which women of leisure can help women who must work.” It is pleasant, also, to have one of our younger students pay us a compliment, in a slightly humorous tone, saying, “One fact in your mode of education, which I only confide to you, and would not for the world have you tell Miss ——” (her correspondent, who will never know from us who it is that lets us into this secret), “is, I have to make conclusions of my own in our correspondence. At school I have only to memorize and recite. Miss ——’s method bothers me. I am compelled to think, which is very troublesome!”

Having mentioned the aggregate of students who have persevered with us from year to year, we may well count, also, the ladies who, for successive years, have assisted in our correspondence, and we find of these, 167 — nearly half of all who ever undertook it — who have done this work not less than four terms, — years not months, — 36 for 5 years, 30 for 6 years, 34 for 7 years, 10 for 8 years.

During this closing term 547 names have been entered; 301 of old students rejoining, 246 new; and, of these, 461 worked at least for 4 months.<sup>1</sup> Only 7 were dropped, while 19 withdrew, or ceased studying, for good reasons.

The proportion of perseverance, which is our test, is, therefore, 84 per cent. (accurately  $83\frac{2}{3}$ ); the highest we

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<sup>1</sup> Appendixes B and C.

have ever reached, only once before having risen to 81 per cent.

Those who withdraw, or begin a study late, or fail in any way except by wilful negligence to accomplish four months' work, are simply omitted from the rank list, without any fault being imputed to them.

184 ladies did the work of the correspondence.<sup>1</sup>

We have something to say to-day about the programme, or circular, which we distribute to inquirers. This was, from the first, subjected to our general rule of not advertising ourselves. In the beginning, when it was necessary to make our plan known, we printed 500 copies of a circular; and each of the committee of ten persons undertook to send her share of them to people whom she knew personally, more or less, the Secretary alone sending a few to clergymen and superintendents of schools as such.

It is remembered that on this early distribution we gained a student for every thirteen circulars.

After this first scattering none were sent except on request, and this rule has been less often broken than is common with restricting rules. We are so conservative that our circular has kept till now its original form and mode of statement; but we are willing to learn by experience, and this year we have prepared a new circular, in which, beside a change in the mode of statement, we are about to make additions to the number of subjects we offer. Some of the new subjects have already been studied under our direction, by individual students, without general announcement.

To the History Department will be added a course in Political Economy, divided into the study of its history and development, and its present application.

To the Science Department will be added a course in

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<sup>1</sup> Appendix A.

Sanitary Science, enabling women, whose cares and troubles are too often increased by ignorance of simple facts and laws, to protect themselves and their households against the consequences of mistakes and carelessness. This course has been carefully developed by the ladies who will carry it on, and who are themselves associated not only with a woman's club organized for this study, but with chemists and engineers every way competent to assist them. They were induced to attempt this use of their knowledge by applications made to them on the supposition that the subject was already included in the scheme of "Studies at Home," and the instruction by correspondence has gone through its experimental stage with these applicants already. The statement in the circular is: Section 4. Sanitary Science. 1. The house, its situation, drainage, heating, lighting, ventilation, and care. 2. The household, their food and clothing. 3. General hygienic conditions.

To the next department on our list, the Art Department, will be added a section for music, and the department will hereafter be called the Fine Arts Department.

In this new section our purpose is to draw the attention of those who are seeking the acquisition of instrumental skill, or who perceive only the pleasures of the ear, to the intellectual, even to the scientific, side of musical cultivation, and to supply a want often felt by lovers of music. The history of this art; the lives of composers and musicians; the history and construction of instruments like the organ and vio in, including what is called vocal physiology, — all these are the subjects of books which will be found interesting by persons who make music in any form a pursuit, and will often attract even those who are not technically occupied with it. The theory of music will also be taught as far as it is possible to do it by correspondence. Thus we hope to enlarge the experience of women who have hitherto regarded the sphere of music as confined to the triumph

over mechanical difficulties, or the enjoyment of listening to a vocal or instrumental performance.

Finally, the Department of English Literature will now be known to include the study of Rhetoric and Logic, which have already, in isolated cases, been actually included in our range of subjects.

Thus it will be seen that we hold ourselves ready to assist students, under our existing rules and methods, in five subjects, not hitherto announced, — Political Economy, Sanitary Science, Music, Logic, and Rhetoric.

Our Lending Library is a source of great pleasure to us, as a sure means of benefit to our students, and as being, with its card catalogue, its accession catalogue, and its recording index, in very complete running order. We have received for the Library two gifts in money: from Mr. Wm. Amory, \$100,— the sum he has now given us annually for six years, and which causes his name to be known far and wide as our benefactor by its appearance in many valuable books purchased with his money, — and, from one of our own associates, \$5. Besides these we have gifts of books from 11 members of our Society, associates, students, and members of the committee, amounting to 76 volumes. The number of volumes now owned by us is 1,755, which, owing to our habit of buying duplicates, are entered under 928 titles. We own 14 copies of Keary's "Dawn of History," 9 of Lübke's "History of Art," 7 of Nicoll's "Landmarks of English Literature," 5 of "Bryant and Gay's History of the United States," and so on. The circulation for the past year has been 1,126 volumes. Of the books just mentioned Keary went out 24 times. 210 volumes were added to the collection during the year. In 12 years 121 volumes have been sold, either to students or as duplicates no longer wanted, and 23 have been lost on a total circulation, by mail, of nearly 10,000. During the last year 284 students used the

library, 4 of them being relieved from paying any charges. Our Society map is much the same as usual,<sup>1</sup> including 37 States, 1 Territory, and Canada. We now have a student in Syria, of American parentage, who, being already a cultivated young woman, places herself in our hands for the direction of her studies in such subjects as we deem best for her to pursue.

We have had more clubs working under our direction this term than ever before, viz., 18; and more students in states South of Virginia and Kentucky than we have ever had.

Of students who are teachers by profession we have had this term 99, — 18 per cent. of our whole number; and 12 of our own associates have been at the same time among our students.

Our financial statement is as good as usual, — a balance in hand, June 1, of \$733.28, which will pay our debts and meet our summer expenses. Our chief item after office expenses, of course, is postage; next, printing; and the total expenditure for the year has been \$1,729.92; the total receipts, \$2,463.10.<sup>2</sup>

A cause of real satisfaction to us was a notice we received last autumn, when Prof. Herbert Adams, of Johns Hopkins University, read a paper before the American Historical Association at Saratoga (which was printed in the *Independent* in September), on the subject of our Society; more particularly treating of our methods in teaching history, that being his own specialty. He says of our examination questions in the History Department, which he had before him as he wrote: "To have such papers passed successfully by all candidates for the degree of Bachelor of Arts would be a test at once honorable and gratifying to any classical department of an American College, whether for men or women."

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<sup>1</sup> Appendix D.

<sup>2</sup> Appendix H.

Our Health tract is still distributed to new students, and occasionally sold.

Our mail is yet to be accounted for. In the work of instruction 5,551 letters have been sent to students, 5,153 received from students. The Secretary's total is 2,898, received from all quarters, and, including printed with written matter, 5,731 sent out.<sup>1</sup>

The first department, History, reports 179 entered, 129 persevered, and 38 ladies carrying on the correspondence. No novelty has been introduced this term, and the experiences of this bevy of 217 women have been like those of previous years. One student is mentioned who left us to enter a Normal School, and who attributed to our aid her ability to pass a severe examination, saying, "I learned how to study, and I would not exchange my S.H. training for a great deal of school training." A happy contrast appears in the assurance of one student, who lives in a secluded village, that "the reading has been a great comfort and solace, and my husband and I have been helped over many lonely hours by the books needed for study;" while another, who is at the head of a large dress-making department of one of the great establishments in a city, studies and reports faithfully, and says, "I find the lessons fascinating. I have so long been hungry for mental food." Some of the instructing correspondents show what may be enjoyed in the other portion of our corps when one says, "It is certainly most satisfactory work; it seems to repay one as one goes, which is more than can be said of most efforts to help people;" and another, "I think it is a little singular the personal interest we soon feel for those with whom we correspond, but have never seen. It is that which makes the work so attractive."

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<sup>1</sup> Appendix F.

The second department is that of Science, and we rejoice in knowing that the lady at its head says this work grows more and more absorbing to her; and, having of late travelled extensively over the Northern and Western States and California, she also says, "When we visit a house in a far-away Western town, as we have several times done, and find that the life of the whole family — father, mother, uncle, younger and older children — has been influenced for good, and strongly influenced, by the work of one of its members with us, we feel the responsibility and importance of the work we have undertaken."

In the Botanical section we find 17 students ranked, and a large number of text-books and auxiliary reading recorded; while we know that a good deal of study of a practical kind is done in observing and analyzing. The Herbarium has been a good deal used, and needs replenishing, and many packages of seeds have been sent for observation of growth. A farmer's daughter in Pennsylvania, a practical dairy-woman, says, "I feel that I have laid a good foundation for a life-long study of nature."

An associate truly says it is a very difficult thing to teach science by correspondence; but she also says, "After half-a-dozen years' experience I am just beginning to feel that I have a firm grasp on this sort of teaching, and get real results. I really know now how to go to work. It is very delightful to me, and is the last work I would give up."

Thirteen students entered for Zoölogy, one of them taking up Physiology. This one is a busy woman, with but little time; but in her case, as in others, it is evident the best results consist in the effect on the student's mind in forming accurate habits of observation and patient investigation; above all, in keeping it receptive, ready for new ideas, able to suspend judgment and seeking only truth.

Our one student in Chemistry is a teacher, and has but limited apparatus; yet she succeeds well with her experi-

ments, and makes progress in the observation and interpretation of facts.

The work of the second section, Physical Geography and Geology (and it is only an epitome of the whole work of the Society in this respect), "may be divided," says its special report, "into two classes: well-trained women, pursuing with considerable enthusiasm and thoroughness a favorite study by the help of similar women who have gone more thoroughly over the same ground; and women of few educational advantages and poor intellectual surroundings, who reach out to their more favored sisters for a helping hand. One class often affords congenial mental intercourse leading to friendship; the other gives beautiful opportunities for sympathy and loving service."

Sixteen entered the third section for Mathematics, and 10 persevered, 6 taking first rank. One of these went through Todhunter's Theory of Equations with success, and seemed specially to deserve first rank, on account of the difficulty of the work.

The third department is that of Art, — hereafter, the Fine Arts, — in which we find 79 names entered, and 57 persevering. None were dropped. Those who withdrew did so for good reasons, and expressing great regret. The set of art illustrations which circulates in this department has increased to 61 volumes, or portfolios. The student who accomplished the most reading during the term read 16 books. A strong feature of this department is the number and success of the clubs which attach themselves to it, this year 10 joining and 8 persevering.

The labor implied in guiding a club — usually accomplished by one correspondence, through which directions are conveyed — is considerably increased when every member sends in answers to the examination questions and long

papers,—a club of four, for instance, furnishing fifty papers for criticism and correction during the season; yet so expansive is the benevolence of some kindly people, that this state of things was gratifying to the faithful correspondent on whom the task fell.

The most popular division of the subject was Ancient and Classic Art; the least so, Early Christian Art. Several students devoted the whole winter to Egypt, using Wilkinson, Mariette Bey, Rawlinson; and 12 ladies carried on the correspondence, 3 of them taking more than 9 students apiece under their charge.

In the German department 15 students (of whom 4 withdrew early) had 80 letters sent to them in answer to 72 which they wrote; and one of them read 10 books. Four of the number were busy in other of our courses, yet 3 of these took first rank in German. The text-books of German literature in use, König's, Buchner's, Hacke's, are not light reading; but Scheffel's and Freytag's novels, Grün's poems, and other auxiliaries, are brought in for some of the readers. Seven students corresponded in German.

In the French department 28 who entered were reduced to 20 by withdrawal or inability to make out 4 whole months of study, none being dropped; but the diligence was great, as is shown by the number of books read and letters exchanged. Eleven text-books of literature, including 14 volumes, and many auxiliary books, from Ste. Beuve, de Tocqueville, Corneille, Pascal, Fénelon, to Le Jeune Homme Pauvre and La Poudre aux Yeux, were read. Nine students corresponded in French.

The department of English Literature takes a more decided lead than it has heretofore done, having 237 names entered. Of these 178 persevered so as to get rank, and only 5 were dropped. One student read 41 books; and with such text-books as Nicoll's "Landmarks," Deshler's "Afternoons with the Poets," Welsh, Morley, and Dowden, with the best biographies, and the works of successive authors, a thorough knowledge may be and often is acquired of the great theme. The first section, which is devoted to the early language and literature, and the last devoted to special study of Shakespeare, are naturally taken only by advanced students. In the early literature we find 10 who were reading Marsh's "History of the English Language," Matthew Arnold's "Celtic Literature," Malory, Mandeville, and Chaucer; while many others began a later course with Chaucer.

The section for Shakespeare was entered by 44, of whom none were dropped and 33 persevered. The study is very interesting and very thorough, beginning with study of the "Life and Times of Shakespeare," and then calling for three different analyses of a play. The use of criticisms is postponed till the student has done some original work, sometimes till she has finished her analyses. This winter 18 different plays were taken up by students in different stages of advancement, and 31 auxiliary works of criticism and illustration were used.

The result of all is, that we are still full of earnest interest in our work; and purpose still to "induce ladies to devote a part of every day to study of a systematic and thorough kind."

When the Report had been read, the Secretary read portions of two essays which had been received from students of Shakespeare, both treating of the mental qualifications necessary to prepare the way for a true appreciation of his plays. One of these was by Miss E. H. Hager, of Lancaster, Pa.; the other by Mrs. B. P. Drury, of Orleans, Illinois. An essay on the Causes of the Reformation, by Miss Edith Leonard, of Bridgewater, Mass., was then read by the head of the History Department.

The Society had now spoken through its Secretary's Report and the essays of its students. The Chairman called on one of the guests, Prof. Josiah Royce, of Harvard College, who spoke to the students on the Influence of Ethical Studies on General Culture.

Mr. Charles C. Perkins followed, with remarks on Art in Nature; after which Dr. Eliot expressed the gratitude of the Society to these gentlemen for the encouragement and inspiration towards ever higher efforts which they had given by their words, and closed the meeting.

PASSAGES FROM REPORTS FOR 1881 AND 1883. — HISTORY  
AND METHODS OF THE SOCIETY.

In June, 1873, some papers of an English Society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English secretary added very little to the interest already excited. . . .

Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons, as all are liable to the consciousness of a deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at head-quarters at the end of each year for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence, in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons, who entered as students during the first term.

This committee was formed with only two points of method settled, namely, that there *should* be a regular correspondence, and that there *should not* be competitive examinations. Afterwards, during one of the consultations

about lists, rules, and circulars, a member said, "The readers must make notes;" to which another answered, "That is useless, for, as soon as a fact is written down, it is discharged from the memory and forgotten." "Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years; and we now rely upon frequent examinations, — on books or portions of subjects, — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are twenty-four for selection, included in six departments, with section and subsection, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz. : How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the Head of the Department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the Head of the Department in her selection of the correspondent.

No further direct communication takes place between the Secretary and the student, — extraordinaries excepted; but every month a formal report is received at head-quarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the Head of Department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode of work. The first book to be used is, if she desires it,

sent to her from our Lending Library, and she begins to read with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract, or to answer Examination Questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop, or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order, and a family judiciously fed, so that, when called on to oversee, or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

## DIVISIONS OF THE STAFF.

I.	History	.	.	.	.	.	.	.	38
II.	Science	.	.	.	.	.	.	.	42
III.	Art	.	.	.	.	.	.	.	11
IV.	German	.	.	.	.	.	.	.	4
V.	French	.	.	.	.	.	.	.	18
VI.	English Literature	.	.	.	.	.	.	.	68
	Heads of Departments	.	.	.	.	.	.	.	6
									<hr/>
	Working Staff	.	.	.	.	.	.	.	187
	Teaching in 2 courses	.	.	.	.	.	.	.	3
									<hr/>
									184

## APPENDIX B.

	Department.	Entered.	Persevered.	Dropped.	Excused.
I.	History	. . 173	129	5	39
II.	Science	. . 82	67	1	14
III.	Art	. . 79	57	0	22
IV.	German	. . 15	10	0	5
V.	French.	. . 28	20	0	8
VI.	English Literature,	237	178	5	54
		<hr/>	<hr/>	<hr/>	<hr/>
		614	461	11	142

Forty-four took 2 courses, 6 took 3 courses.

## APPENDIX C.

	Department.	1st Rank.	2d Rank.	3d Rank.	Totals.
I.	History . . .	43	75	11 =	129
II.	Science . . .	26	36	5 =	67
III.	Art . . .	32	20	5 =	57
IV.	German . . .	5	4	1 =	10
V.	French . . .	5	14	1 =	20
VI.	English Literature .	77	86	15 =	178
		<hr/> 188	<hr/> 235	<hr/> 38 =	<hr/> 461

## APPENDIX D.

## GEOGRAPHICAL.

Massachusetts . . . . .	106
New York . . . . .	93
New England (Me. ; N.H. ; Vt. ; R.I. ; Ct.) . . .	85
Middle (Pa. ; Del. ; N.J. ; Md. ; Va. ; W.Va. ; D.C.) . . . . .	111
Middle Western (Ohio. ; Ind. ; Ill. ; Iowa ; Kan.) .	38
North Western (Wis. ; Minn. ; Mich.) . . . .	25
South Western (Mo. ; Ken. ; Tenn.) . . . .	18
Western (Col. ; Utah) . . . . .	8
Southern (N.C. ; S.C. ; Ga. ; Fla. ; Ala. ; Miss. ; La. ; Texas) . . . . .	40
Pacific (Cal. ; Oregon) . . . . .	9
Territories (Dakota) . . . . .	3
Canada . . . . .	10
Syria . . . . .	1
	<hr/> 547

## APPENDIX E.

## STUDENTS REJOINED.

For a 2d Term	.	.	.	.	.	.	.	107
“ 3d “	.	.	.	.	.	.	.	60
“ 4th “	.	.	.	.	.	.	.	43
“ 5th “	.	.	.	.	.	.	.	42
“ 6th “	.	.	.	.	.	.	.	12
“ 7th “	.	.	.	.	.	.	.	17
“ 8th “	.	.	.	.	.	.	.	9
“ 9th “	.	.	.	.	.	.	.	6
“ 10th “	.	.	.	.	.	.	.	1
“ 11th “	.	.	.	.	.	.	.	4
								<hr/>
								301

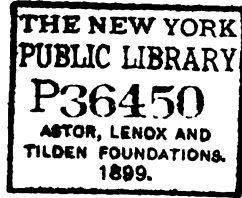
## APPENDIX F.

	Department.		Letters to Students.	Letters from Students.
I.	History	.	1,574	1,546
II.	Science	.	677	625
III.	Art	.	585	551
IV.	German	.	80	72
V.	French	.	269	249
VI.	English Literature	.	2,366	2,110
			<hr/>	<hr/>
			5,551	5,153







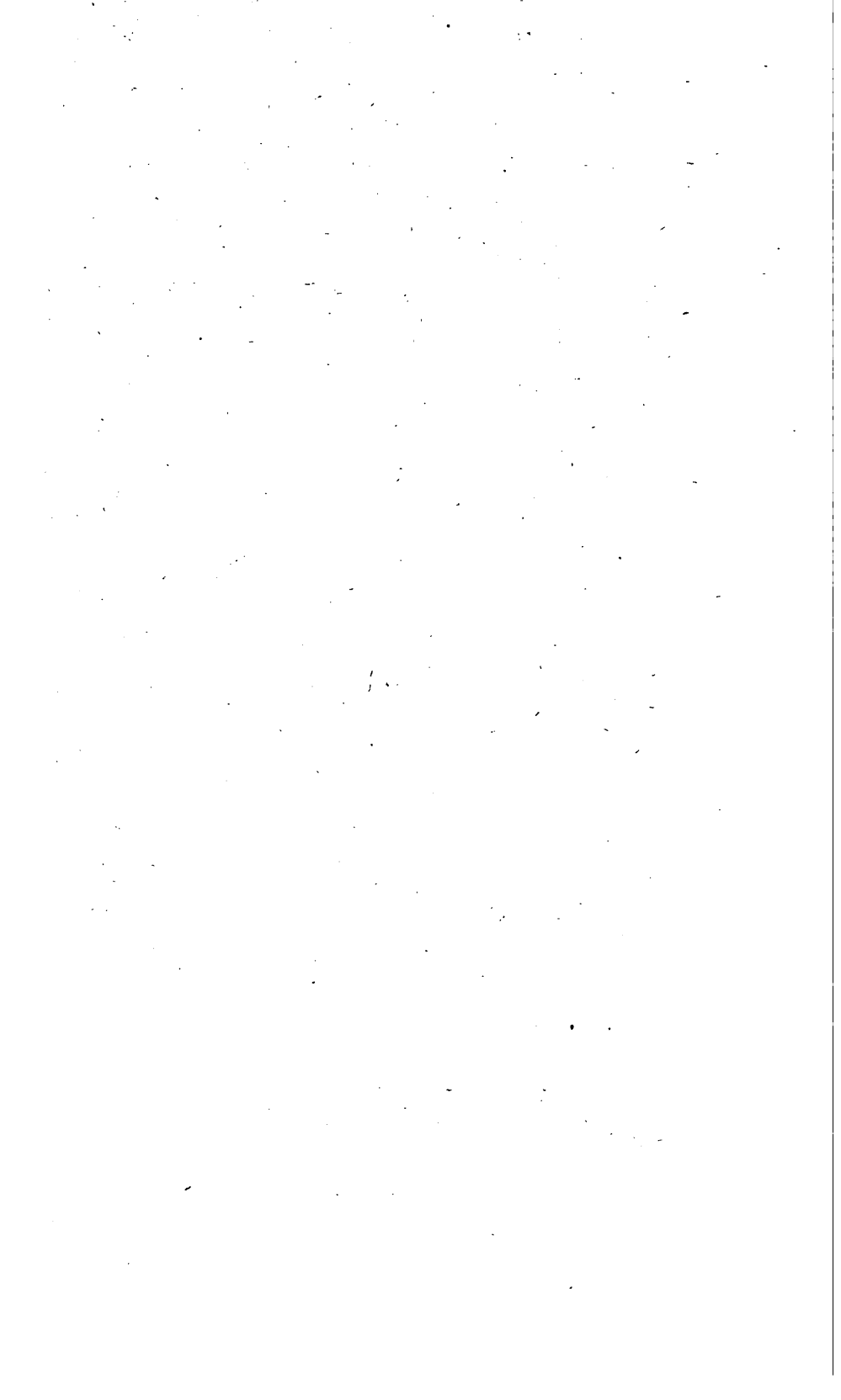


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

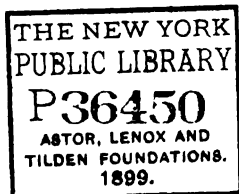
FOURTEENTH ANNUAL REPORT.

1887.

*Anna Ticknor Library, Boston.*



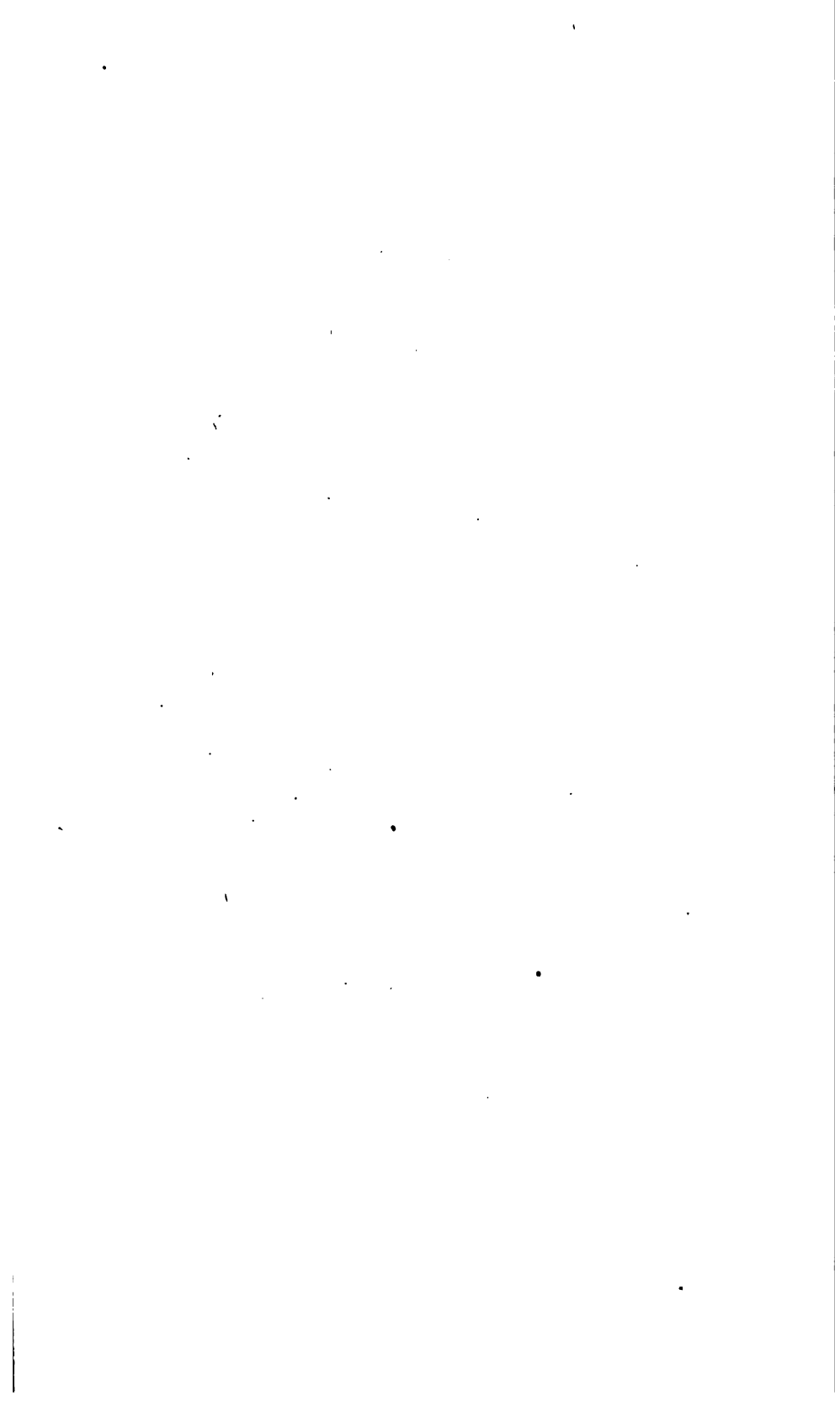
SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



FOURTEENTH ANNUAL REPORT.

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ROCKWELL & CHURCHILL,  
1887.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## FOURTEENTH ANNUAL MEETING.

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THE Annual Meeting of the Society took place on the first Thursday of June, the second day of the month, at the residence of the Secretary, 41 Marlborough street, Boston.

It was attended by 89 members of the Society, — 38 students and 51 Members of the Committee and Associate Correspondents, — coming from New York, from Portland, Nantucket, San Francisco, and many nearer places.

From eleven o'clock until twelve the time was passed in conversation, except when an essay on "The Rise and Power of the Jesuits in the Sixteenth Century," by Miss M. C. Gage, of Worcester, a student in the History Department, was read by its author to the assembled party.

At twelve o'clock the Chairman, Dr. Samuel Eliot, arrived, and twenty-eight guests. The meeting was called to order, and the Annual Report was read by the Secretary.

## SECRETARY'S REPORT.

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Naturally, the first wish of those who read or listen to an Annual Report is to be informed what is the actual present condition of the institution or society under consideration. But institutions and societies sometimes exercise the speaker's privilege and choose their own starting-point for self-gratulation. We feel so old — having completed our fourteenth year — that we begin to be proud of our age, and regard it as deserving to be first put forward in our claim for approbation.

We know that the facts which will follow will show that we are enjoying a green and sturdy age; and that we may still look forward as from the eminence of middle life. Yet, when we look back to the benighted days when no one offered to teach the "Art of Thinking" by correspondence; when no Dr. Loisetle proposed to cultivate the memory by correspondence; no Chautauqua Literary and Scientific Circle, no Home Culture, no Agassiz Associations existed; no Meisterschaft teaching languages; no Shut In for invalids; no Post-Office Work, or Bible Instruction in the churches, operating through the mails; no Correspondence University with outstretching Reading Circles, — we feel as if the world, in which we were once pioneers, had become densely peopled in our lifetime. Surrounded by these and many more competitors, we rejoice still in finding new regions to explore, and rejoice also in the continued health of our first plantations.

It is pleasant to see still on the list of our committee and associates three names which have always been there, and two other names which were actually the first two on

our record of fees paid; while yet another of the first members of our early committee has this year seized on one of our new studies, and entered as a student.

From our second year we have a head of department who has never wavered, and a correspondent who then entered as a student, to be promoted later.

Among those that first appear in our lists for 1875, our third year, we have had eleven actively with us this term, two on the committee, six as associate correspondents, and three as students.

Thus much for the continuance in well-doing of early members of the Society. Nineteen of those who joined us in our infancy are now with us.

During the term just ended the Society has been busy with 558 students, 284 old and 274 new,<sup>1</sup> very nearly dividing by half. 191 correspondents had these 558 students in their charge,<sup>2</sup> and thus we have had 749 women held together by intellectual bonds of sympathy, though scattered from Maine to Texas, from Bangor to San Francisco.

Several of the 558 students represent clubs, — 28 in fact, — still others have husbands or sisters sharing their studies; and 92 are teachers, whose pupils, we may hope, profit by the influence we exert.

The perseverance represents about 81 per cent. of the whole.

Such figures might be associated only with superficial methods and inefficient discipline; but we claim that, as a whole, ours are not superficial methods nor inefficient discipline. Among other proofs of this we have one in which we take special pleasure, the fact that a certificate, — which we rarely give, for we have refused absolutely to give diplomas annually, knowing that they ought not to be considered valuable, — a certificate such as we do give is sought not only at the South and West, but here at home, because our reputation for thoroughness gives it a real value. Pro-

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<sup>1</sup> See Appendix E.

<sup>2</sup> See Appendix A.

motion has been obtained by teachers in schools, which they attributed to the effect of our certificate, and it is asked for as a means of obtaining positions. When we give a certificate it contains a statement of the exact nature and amount of work done, and how well it was done.

Our geographical proportions are apt to be subjects of curiosity. People often ask what area we cover, and which States give us the most students.

The answer is that we cover, as before, 37 States and one Territory,<sup>1</sup> and that Massachusetts leads, while New York follows very closely. The group of Middle Seaboard States, with the District of Columbia, gives a similar number, — that is, Massachusetts giving 126, and New York 104, this group gives 101. The five New England States come next, with 85; and, keeping at the North, we find five States, viz.: Ohio, Indiana, Illinois, Iowa, and Kansas, furnishing 88; and three others, Wisconsin, Minnesota, and Michigan, 28. California, Oregon, Montana, Colorado, and Nebraska give 23; and all the South and South-west, 48. This does not agree with the impression some people have, that we are chiefly wanted in lonely Western places, where population is sparse and resources are few. The South is pressing forward, and comes near to the West and North-west in its claims on us, and the crowded East still leads the way. The fact is that, between New York and the Rockies, the Ohio River and Canada, — the region we still call the West, — a great deal is done by local clubs with a strong social element. Some of these join us; and one of them, at a symposium held in January, paid us a compliment of a kind which we very much like, because it showed that we have a moral as well as an intellectual worth. In a short speech made by one of the members on this occasion, she said: "It is not too much to say that it is to the S.H. we owe much for our *union* as a society, entirely free from those petty jealousies

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<sup>1</sup> See Appendix D.

which would most naturally arise had our organization continued as at first. The perfect unanimity of feeling, and the strong bond of intellectual sympathy and the desire for knowledge which pervade us as a society, are largely due to our connection with the S.H. in Boston."

These magic letters, "S.H.," are familiar now to many persons, as standing for Studies at Home.

This moral aspect of our work is always precious to us. One of our students is a minister's wife, and she seems to be a bright example of a ministress, in her desire to enter into the lives about her, and to do them some good. She says she feels justified in giving the daily hour to S.H. work, — in Botany, — because she hopes she may interest her people by showing them "some of the facts of life which are so beautifully and delicately taught by plants;" and, moreover, she feels that her own "religious life and faith have been so deepened and inspired by the gleams of light thrown on the universe. I think," she says, "each Sunday, in my talks with my class of fourteen or more working-girls, I have been greatly helped by just the S.H. work I have been able to do," and, finally, "I want to know all I can, just to be the medium for the message of life to some young soul."

Invalids find, as heretofore, that work with us opens channels of usefulness even to them. One such, who this year has been worse in health rather than better, and unable to go out, has five pupils come to her, with whom she goes over our art-travelling course, which has been interesting to so many of our students; and she constantly tells her correspondent how thankfully she enjoys it, and how it occupies her.

One of our new experiments this year was in the section of our science course, taking up sanitary science. This was joined in by three persons, one living in Philadelphia, the others in small places in the interior, all of whom corre-

sponded with one lady, a member of the Sanitary Science Club by which the questions were prepared that formed the basis of the whole scheme. One of these three students, though much interrupted in her work, writes: "I believe I never got more useful ideas out of a little work than I have from these sanitary questions;" and she then states what changes she means to make in the plumbing and ventilation of her house, each one being obviously sensible. Another of the three was able to work very steadily; and the record of her progress shows how the subject is pursued. In October she sent "intelligent answers to questions on the situation, etc., of her house," some of the twelve questions being, "Does the surface water drain away from the house on all sides?" and "Are there any natural or artificial drains for carrying it away?"—"Is there a cellar under the whole house, and is it cemented on the sides, as well as the bottom?"—"Do the living and sleeping rooms have the sun a good part of the day?" In November, December, and January, there were answers to questions on drainage, with a request for a book of reference, Waring's, "How to drain a house," being then recommended, read, and returned with comments. In February came answers to questions on ventilation; in March on heating; in April on furnishing, — all so satisfactory that this student had first rank. Among twenty questions on ventilation we find the following: "Do you keep your living-rooms at a temperature not exceeding 70° F.?"—"Are you careful to have your sleeping-rooms cooler than your living-rooms?" It is satisfactory to find simple common-sense thus regarded, where technicalities must be much employed. The purpose of the whole study is to indicate points requiring attention, methods of examination, and practical remedies, so that intelligent oversight may be exercised; and it is believed that, in many cases, where the condition of houses is thought to be beyond the control of their female occupants, the remedy is

really within their reach, while the principles even of the technical topic of drainage can be easily understood and applied. A little book will soon be published by Ticknor & Company, containing the views and instructions of the Sanitary Science Club, under the title of "Home Sanitation," which will no doubt hereafter serve as an auxiliary to our work.

Another of our new experiments, presented in our music section, has been very interesting, and the thirteen persons engaged in it, nine as students, four as teachers, have worked admirably together.

The section is divided into a plan of reading on the history of music, — its schools, modes, and forms; its composers, instruments, and performers; — and a plan for the study of the theory of music as now written. The first of these is very similar to our other divisions and subjects. The second is more peculiar. Excepting those who take music as a profession, there are not many persons to whom a thorough study of the theory is possible or desirable; but, merely for the intelligent appreciation and enjoyment of musical performance, a certain amount of technical knowledge is valuable. This amount we aim to give; and we have seen this winter that it can be imparted by a teacher in Boston to pupils in Texas and Florida, with such success as to inspire them all with enthusiasm and pleasure. After the first elementary work on chords and keys, with figured basses to be developed for simple melodies, and analysis of simple compositions, the students will go on to a study of musical forms, and at last, on this foundation, go over an outline of the development of music in the different styles of successive periods. A good deal of time is given to analysis for the sake of a habit of observing accurately. The formation and application of this plan of work has implied much labor on the part of the principal teacher, whose devotion, in the midst of professional duties, has been equalled only

by her ability. One student took up both the history and the theory, and enjoyed it so much that she intends to go on through the summer.

Our library has thriven this year especially, under the kind liberality of its friends, and with increased activity in its use. Not only has money come to it, \$100 from its faithful annual benefactor, Mr. William Amory; \$25 from Mr. Thomas M. Osborne; \$10 from Mrs. Robert Russell; \$10 from Miss Anna Shaw; and \$5 from Mrs. B. B. Campbell, — \$150 in all, — but it has received 72 volumes from Messrs. Houghton, Mifflin, & Co., who invited us to select from their catalogues \$100 worth, whereby we obtained what we wanted, and all dainty volumes, pleasant to see and handle. Furthermore there came in 114 volumes, purchased, for a gift to us, from the library of the late Dr. Convers Francis, — standard works mostly in English literature.

Thus the library has increased, so that it now contains 2,070 volumes, under 1,127 titles. During the year from June 1, 1886, to June 1, 1887, we have circulated 1,287 volumes, — 158 more than last year, — without losing a single one, while a volume believed last year to be lost has been found. 305 students used the books, 6 of them having them free of charge; and 63 associates used the library in their capacity of teachers, therefore also free. There were 5 reading members for all subjects, paying \$1 a year for the privilege; and 2 for one course only, from whom no payment is required, except the dues on the books,  $\frac{1}{2}$  cent per day for each volume.

We have had other gifts beside those to the library. \$30 received from Miss Matilda Travers were devoted to increasing our very delightful and useful collection of art illustrations.

Two gifts of dried plants for the Herbarium of our Botany section were most welcome. One of these was a

collection of more than 600 specimens, scientifically arranged and labelled, ready for use, given by Miss Katharine Parsons, formerly a member of our committee. Another smaller collection came from Miss Keeler, of Ohio.

Thanks and compliments which, coming frequently at the end of the year, give us pleasure and encouragement, and assurance of usefulness, — the more as they come in greater numbers, — are not necessarily interesting to everybody, and we do not like to become tedious by repeatedly using this form of self-praise. It has even been suggested that we give the shadows of our picture, and at least exhibit some of the trials endured in the course of our labors. But these are easily imagined, and not pleasant to describe. Women will be unpunctual and inexact; students do not take sufficient pains to understand and obey directions, and do give trouble to their correspondents. Correspondents in their turn — though not, let us hope, the same who have themselves suffered — are also unpunctual and inaccurate, and give trouble to the heads of their departments and the head-quarters staff. Students complain — not always in a mild and gentle manner — of shortcomings in correspondents. On the other hand, a correspondent has been known to abandon the Society altogether, in consequence of the trying ways of a student.

But all this is only the exhibition of ordinary human weaknesses; and we are generally able to remove the difficulties, and gain the one important object of keeping student or correspondent somehow in the way of progress. What we desire is frankness, with politeness, in stating grievances. In such relations as ours they can generally be removed without leaving ill-feeling behind.

Our mail keeps its usual high-sounding effect in numbers. Letters from students to their correspondents count up to 4,389; letters from correspondents to students, 4,835;<sup>1</sup>

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<sup>1</sup> Appendix F.

letters received by the Secretary, 3,208; letters sent from head-quarters, 2,071; printed matter of various kinds, 2,628; beside 1,080 copies of the Annual Report.

It is a pleasure to us to welcome at this meeting one of our friends from California, who has not only been an efficient aid to us in our Science Department, corresponding with students in Botany and Geology, but has also taken charge of all our special work on the Pacific Coast for two years, and has exerted herself in various ways to promote our success in that part of our country.

Our financial condition is good. We have received \$2,639.58, and expended only \$1,834, whereby we have a comfortable balance.<sup>1</sup>

The History Department, which leads all the rest except that of English Literature, had 192 students, of whom more than 70 per cent. persevered, — nearly one-third taking first rank, a full third second rank, and only a few the lowest rank or no rank at all. Only five were dropped, which is our sole form of ignominy.<sup>2</sup>

Our methods in history are still the same as two years ago, when Prof. Herbert Adams said, that to have such examinations as ours passed by its candidates for the degree of A.B. would be creditable to any American college. A written examination is undergone every month. Many students persistently get 90, 95 and 100 on such examinations, — on a scale of 100 of course, — and one of these took 100 seven times during the term. Political economy, which has been lately added to the History Department, has proved quite interesting, and has dealt chiefly with President Walker's work, followed by Jevons's.

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<sup>1</sup> Appendix H.

<sup>2</sup> For details of this and the other Departments, see Appendixes B, C, and G.

In the Department of Science 64 students were entered, of whom 5 took two sections of the same department. Twenty were excused, and only one was dropped for negligence. Nineteen took Botany, using Gray's, Goodale's, Thorne's and Bessie's works; beside much auxiliary reading, such as Country Pleasures, Upland and Meadow, works on Ferns, Darwin's Movement of Plants, etc. Ten took Zoology, having Lubbock's, Morse's, Packard's works, with Science Guides, Torrey's Birds in the Bush, Buckley's Life and Her Children, Huxley, Emerton, and others; — 18 took Physical Geography, Geology and Mineralogy, and here we find LeConte, Dana, Geikie, Reclus, Agassiz, Lyell, Dawson, Dawkins, Marsh, etc.; and for 19 students in the Mathematical Section we have Robinson's, and Wentworth's Algebras, Olney's Arithmetic and Algebra, Wentworth's Geometry, and Newcomb's Astronomy. Clearly this department uses standard works. The section of Sanitary Science has already been described.

A new set of lists was prepared six months ago for the "Study of Plants and Animals," and for pleasant "Reading in Natural History," intended both for our own use, and for that of teachers wishing to advance themselves or to interest young people.

114 names were entered for the Art Department, and three of these students took up two art studies, that is, entered two sections or subsections. 23 ladies carried on the correspondence and the industry was great. The head of the department set an example of devotion to the work, inasmuch as she not only did her part as chief, and in that capacity wrote 200 letters to her associates, but she, herself, corresponded with 37 students, sending them 282 letters. The mail of this department alone counted up over 2,000 letters. 143 different *works*, all of recognized value, were

used, and three or four of the students accomplished the reading of 12 books, still more, of course, in volumes. Among the incidents in this department are two cases in which students have made practical use of their studies in architecture. One of them writes playfully that these studies assisted her much in the construction of a baby-house for her nieces; and the other says, "Being on the committee for Christmas decoration of our church, I made use of my study of Gothic architecture, and copied, as my model for decorating the principal arch, the upper and outer designs from the mausoleum of Don Manuel, thereby impressing it strongly on my mind. For the organ-loft I used another design from the portfolio. Both of these designs I had myself sketched, that I might remember them, and by combination of ropes of laurel and evergreen we were able to follow them very successfully."

A student living in Colorado, 9,400 feet above the sea level, asked to have all needful books sent to her in October, because the mails were so often interrupted by snow blockades, lasting even for months.

The art illustrations — of which we now have sixty-five volumes — have been in active circulation all the term. Among the essays sent in by this department were three whose varied subjects show the range of reading, and each of them had decided merit. One was on the connection between the Religion and the Art of ancient Egypt; another on Savonarola; and the third on Raphael's famous painting of the Transfiguration.

In the German Department an excellent ratio of perseverance appears, as only one student failed out of 14 who entered, and none were dropped.

Nine corresponded in German with the head of the department, and one other wrote occasionally in German.

The text-books in use were five different histories of German literature: Stäckel's History of Germany, with Freytag's Pictures of the German Past, with Goethe's Faust and Hermann and Dorothea, Grimm's Goethe, Schiller's Wallenstein, the Niebelungen Lied, Hoffmann's Meister Martin, a life of Heine and several lighter stories and plays. It is noticeable that five students in the German Department were at the same time studying French literature with us.

The French Department, like its twin the German, shows an excellent ratio of perseverance. 22 entered and 20 continued, not one being dropped for negligence. 7 took first rank; 13 second rank. 14 corresponded in French, with 9 instructing ladies, — 13 being the whole number of the staff.

In this connection an essay deserves particular mention, partly because it is the only one ever received from California, partly on account of its essential peculiarity. It represents two departments, being written in French, while by its subject it is connected with the English Literature Department, being a comparison of Shakespeare's and Voltaire's tragedies of Julius Cæsar. It was written by a student in Nevada County, California, who has studied with us for several years, and was this year attached to both these departments.

In this essay the contrast is well shown between a drama whose interest is limited to three persons and in which historic truth is violated by making Brutus the son of Cæsar, — and one which presents a picture of human life, moving, full of animation, in the streets, the homes, the Senate of Rome, historic truth being respected; and again between the universality of Shakespeare's genius and the narrower range of that of Voltaire, which took the impress of his era, his passion for the liberty of man causing him in his trag-

edy to stop when liberty is avenged, his goal being thus attained. Two other essays in French were sent in, both concerned with subjects in French history.

English Literature drew the largest numbers this year, counting 219 entries; and of these 80 per cent. persevered, and much good work was done. 50 students in this course reported 7 months, and 11 reported in every one of the 8 months of the term. One-third of the entire number took first rank, and nearly one-half of the persevering students. Essays were written on a great variety of topics, some of the best being on Addison and Pope, Essayists of the 19th century, and Ophelia.

In the Shakespeare section, with 26 entries, 15 different plays were read by 19 persons; beginners mostly taking either Macbeth or the Merchant of Venice for their first study. Macbeth was this year the most popular of the dramas, Hamlet and Merchant of Venice next. The method of study is the same as heretofore, and gives a very solid foundation of thoughtful analysis, which may be applied later to independent study, not only of Shakespeare, but of any great literary work.

A club of eight young ladies who undertook to read Shakespeare together and placed themselves under the guidance of one of our ladies, has given her the most heartfelt pleasure by the thoroughness of the work done, and by the enthusiasm and animation with which it was done by each member. So marked was the individual devotion of each and all, that at the end of the term their correspondent found herself compelled to differentiate the parts of which the club was formed and give first rank to five out of the eight.

Many essays were sent in, of which after much sifting nearly 30 reached head-quarters, and from among these

the best three had to be selected, with much difficulty and hesitation. Several were excellent, but too long or too absolutely drawn from books read. Others, more original, were incomplete. The most general fault is always too great length.

There were several good ones on ancient Egypt, its religion, civilization, and the connection of its art with its religion; and one on Foreign immigration regarded as a cause of the downfall of Egyptian power.

Some, on Our Common Rocks, contained excellent descriptions of the geological character of different neighborhoods, but were necessarily technical.

• One, on the Mound-builders of North America, was particularly thorough in its treatment.

One was somewhat novel in structure and was not without merit. It was a skeleton for a five-act historic play on Cromwell, or a synopsis for five lectures.

Some others have already been mentioned.

Thus the work in different subjects and the apparatus of the various departments, the gifts of friends and the diligence of the members of the different strata of the Society, have harmoniously produced good results of growth and progress, tested at last by essays, by statistics, and by the careful comparison of records.

After the reading of the report, two papers, written by students, were read. One was an essay on "The Drama in the Hands of Euripides," by Miss Charlotte A. Devol, of New Albany, Ind., a student in ancient history; the other, "A Dialogue between the Shades of Lord Bacon and Lord Macaulay," by Miss Ellie Strang Baird, of Rye, N.Y., a student of English literature.

The Society, having thus been represented by its Secretary and its students, was now addressed by Prof. George H. Palmer, of Harvard University, who urged upon his hearers the essential need of cultivating the imagination in prosecuting any kind of study; the necessity of not only picturing to one's self the scenes and characters of history and literature, and of calling up to the mind's eye the conditions explained by science, but of actually seeming to live in these scenes, and characters, and conditions.

The Chairman concluded with an appeal to every member to continue earnest in the search after truth by every means in her power, through the imagination, the faculty of observation, the memory, and the power of reasoning.

PASSAGES FROM REPORTS FOR 1881 AND 1883.—HISTORY  
AND METHODS OF THE SOCIETY.

In June, 1873, some papers of an English Society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English Secretary added very little to the interest already excited. . . .

Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons, as all are liable to the consciousness of deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at head-quarters, at the end of each year for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition, and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence, in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons, who entered as students during the first term.

This committee was formed with only two points of method settled, namely, that there *should* be a regular correspondence, and that there should *not* be competitive ex-

aminations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The readers must make notes"; to which another answered, "That is useless, for, as soon as a fact is written down, it is discharged from the memory and forgotten." "Then let them make their notes from memory": and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years; and we now rely upon frequent examinations, — on books or portions of subjects, — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are thirty for selection, included in six departments, with section and subsection, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz. : How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the Head of the Department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the Head of the Department in her selection of the correspondent.

No further direct communication takes place between the Secretary and the student, — extraordinaries excepted; but every month a formal report is received at head-quarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the Head of Department sends to the new student the name and address of the correspondent to

whom she is assigned, with printed directions for her mode of work. The first book to be used is, if she desires it, sent to her from our Lending Library, and she begins to read with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract, or to answer Examination Questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop, or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order, and a family judiciously fed, so that, when called on to oversee, or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

## DIVISIONS OF THE STAFF.

I.	History	.	.	.	.	.	.	.	36
II.	Science	.	.	.	.	.	.	.	42
III.	Art	.	.	.	.	.	.	.	23
IV.	German	.	.	.	.	.	.	.	6
V.	French	.	.	.	.	.	.	.	13
VI.	English Literature	.	.	.	.	.	.	.	69
	Heads of Departments	.	.	.	.	.	.	.	6
<hr/>									
	Working Staff	.	.	.	.	.	.	.	195
	Teaching in two courses	.	.	.	.	.	.	.	4
<hr/>									
									191

## APPENDIX B.

	Department.	Entered.	Persevered.	Dropped.	Excused.
I.	History	. 192	135	5	52
II.	Science	. 64	44	1	19
III.	Art	. 114	89	2	23
IV.	German	. 14	13	0	1
V.	French	. 22	20	0	2
VI.	English Literature,	219	165	4	50
		<hr/>	<hr/>	<hr/>	<hr/>
		625	466	12	147

Fifty-seven took two courses, five took three courses.

## APPENDIX C.

	Department.	1st Rank.	2d Rank.	3d Rank.	Totals.
I.	History . . .	58	64	13 =	135
II.	Science . . .	20	20	4 =	44
III.	Art . . .	88	40	11 =	89
IV.	German . . .	6	7	0 =	13
V.	French . . .	7	13	0 =	20
VI.	English Literature .	74	82	9 =	165
		<hr/>	<hr/>	<hr/>	<hr/>
		202	226	38	466

## APPENDIX D.

## GEOGRAPHICAL.

Massachusetts . . . . .	126
New York . . . . .	104
New England (Me. ; N.H. ; Vt. ; R.I. ; Ct.) .	85
Middle (Pa. ; Del. ; N.J. ; Md. ; Va. ; W.Va. ; D.C.) . . . . .	101
Middle Western (Ohio ; Ind. ; Ill. ; Iowa ; Kan.) .	38
North Western (Wis. ; Minn. ; Mich.) . . .	28
South Western (Mo. ; Ken. ; Tenn.) . . .	14
Western (Colo. ; Neb.) . . . . .	12
Southern (N.C. ; S.C. ; Ga. ; Fla. ; Ala. ; Miss. ; La. ; Texas) . . . . .	34
Pacific (Cal. ; Oregon) . . . . .	10
Territories (Montana) . . . . .	1
Canada . . . . .	4
England . . . . .	1
	<hr/>
	558

## APPENDIX E.

## STUDENTS REJOINED.

For a 2d Term	.	.	.	.	.	.	.	124
" 3d "	.	.	.	.	.	.	.	41
" 4th "	.	.	.	.	.	.	.	28
" 5th "	.	.	.	.	.	.	.	27
" 6th "	.	.	.	.	.	.	.	31
" 7th "	.	.	.	.	.	.	.	10
" 8th "	.	.	.	.	.	.	.	10
" 9th "	.	.	.	.	.	.	.	5
" 10th "	.	.	.	.	.	.	.	6
" 11th "	.	.	.	.	.	.	.	0
" 12th "	.	.	.	.	.	.	.	2
								<hr/>
								284

## APPENDIX F.

Department.		Letters to Students.	Letters from Students.
I. History	.	1,755	1,613
II. Science	.	477	416
III. Art	.	948	917
IV. German	.	97	92
V. French	.	65	39
VI. English Literature	.	1,498	1,312
		<hr/>	<hr/>
		4,835	4,389

## APPENDIX G.

## EXAMINATIONS.

I. History	.	.	.	.	.	.	418
II. Science	.	.	.	.	.	.	38
III. Art	.	.	.	.	.	.	193
IV. German	.	.	.	.	.	.	0
V. French	.	.	.	.	.	.	75
VI. English Literature	.	.	.	.	.	.	637
							<hr/>
							1,361

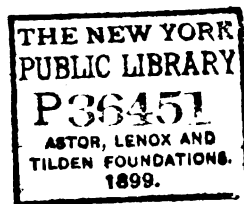
## APPENDIX H.

Items. — Postage	.	.	.	.	.	\$304 38
Stationery	.	.	.	.	.	64 18
Printing	.	.	.	.	.	485 47
Office Expenses	.	.	.	.	.	741 83
Furniture	.	.	.	.	.	78 50
Library	.	.	.	.	.	155 10
Small expenses	.	.	.	.	.	5 20
						<hr/>
						\$1,834 66
Total Receipts	.	.	.	.	.	\$2,639 58
Expenses	.	.	.	.	.	1,834 66
						<hr/>
Balance, June 1	.	.	.	.	.	\$804 92







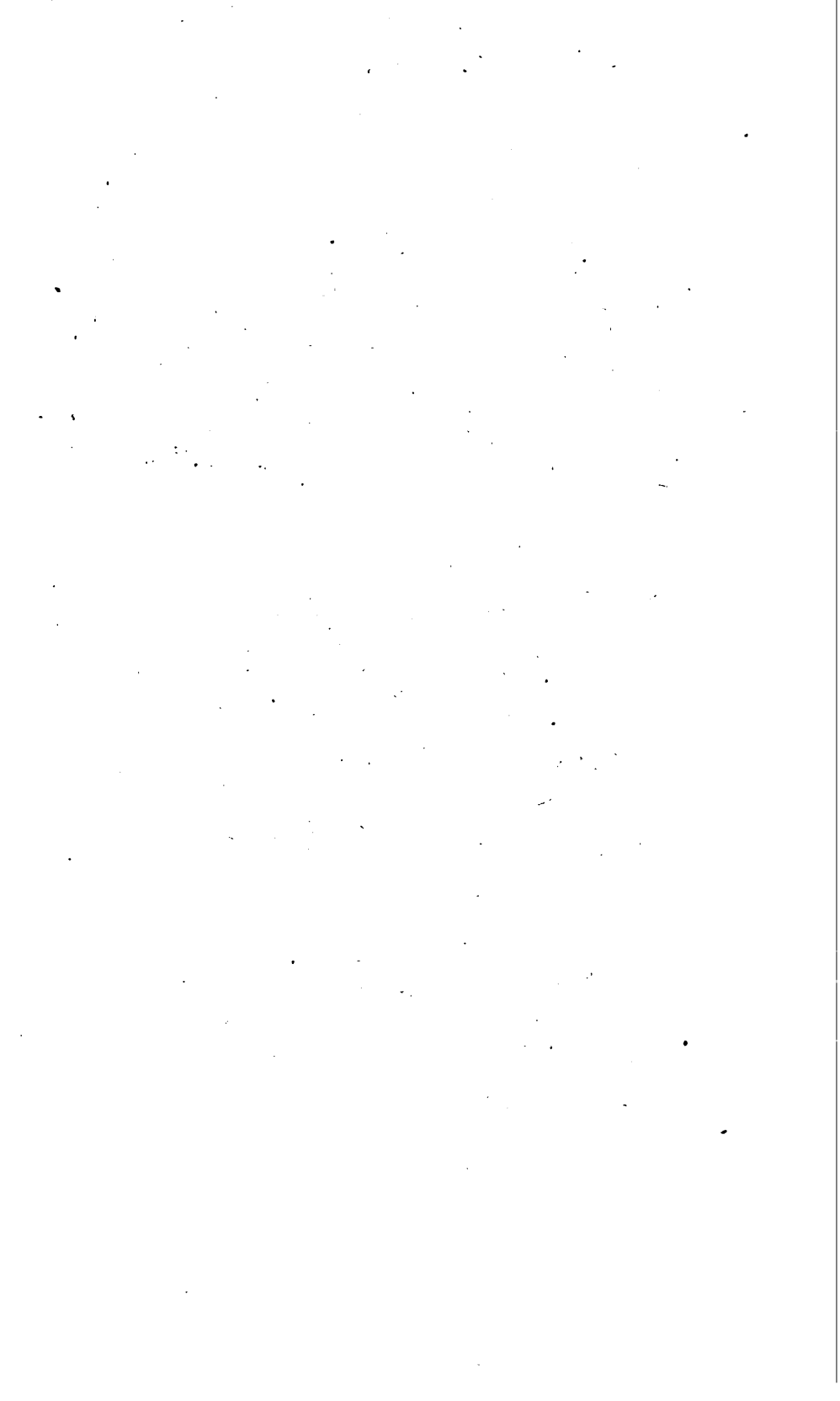


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

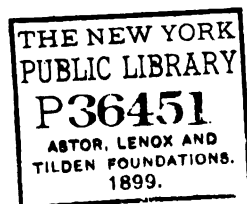
FIFTEENTH ANNUAL REPORT.

1888.

*Anna Ticknor Library, Boston.*



SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



FIFTEENTH ANNUAL REPORT.

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ROCKWELL AND CHURCHILL.

1888.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## FIFTEENTH ANNUAL MEETING.

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ON the first Thursday of June, 1888, being the seventh day of the month, this Society held its Fifteenth Annual Meeting at the residence of its Secretary, 41 Marlborough street, Boston. The members of the Society, in all its grades, began to assemble at 11 A.M.

Sixty students were present, and sixty members of the Committees and Associates who carry on the work. Some students came from Michigan, South Carolina, Maine, and Virginia, and from many intermediate places.

Nearly an hour was passed in social intercourse, students making the personal acquaintance of their correspondents and of the managers of the Society. An essay on "Handel's Messiah" was then read by its writer, Miss Lucy D. Waterman, of Portland, Me., a student in the Music section of the Fine Arts Department; and another essay, entitled "How was Hawthorne affected by the Puritans?" by Miss M. S. Learnard, of New London, N.H., a student in the Department of English Literature, was read by the Secretary, its writer not being present.

At half-past twelve o'clock the Chairman, Dr. Eliot, arrived, and twenty-six invited guests. When all were seated the Chairman opened the meeting, and called for the Secretary's Annual Report.

## SECRETARY'S REPORT.

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A few plain facts, without special novelty, are what we have to report; but they are facts which have meant a great deal to a considerable number of people during the last eight months. Nearly 800 women have been concerned with these facts, and although the result has not invariably been pleasure or improvement, yet, with far the larger number, enjoyment and progress have been the outcome of our facts.

Some studying women have carried on a fruitless struggle with adverse circumstances, or have discovered that *we* meant work, when they meant easy imbibing of superficial knowledge; or they have found themselves yoked with a correspondent who did not suit them, yet whom they, mistakenly, supposed they must accept forever, divorce not being mentioned in our programme, though, of course, such possibilities are recognized by us, and can be dealt with.

Some instructing women have also had their fruitless struggles with dull, but earnest, students; or have discovered that those committed to their charge had no intention of being diligent; or have found that they were expected by their students to answer irrelevant questions on every subject under the sun.

Nevertheless, a remarkably large proportion of our whole number has consisted of intelligent, industrious workers, happy in their relations with us.

Out of 569 students who entered their names, — 564 paying fees, and 5 being admitted free, — we have had

426<sup>1</sup> who worked long enough and well enough to get some rank; and we observe this year that comparatively few are consigned to the lowest rank, while only 17 have been dropped for positive negligence.<sup>2</sup> The percentages on examination have also been remarkably high.

Of 569 students, 284 were new and 285 old.<sup>3</sup> This is one of our facts. The new and the old have never been so evenly balanced in our experience.

Two hundred and ten was the number of our instructresses, — including under this title not only the 200<sup>4</sup> who carried on continuous correspondence with individual students, but also heads of departments, secretary, librarian, and two salaried assistants, all of whom were busy in work essential to the processes of instruction.

Adding these 210 of the staff to the 569 students, we have 779, — the “nearly 800 women” to whom our facts have meant much this winter.

Other facts are to follow.

First, we offered to this crowd six general subjects of study, subdivided till their choice was among twenty-nine specialties, beginners being confined to one for a time, but, after some experience, taking more than one course, or more than one section, if they so desire; some of the staff teaching in more than one course or section likewise.

Next, we furnished books from our library to those who wished it, and circulated specimens of minerals among the students of science, photographs and prints among art-students, and music for analysis among students of musical theory.

Then, having supplied the means of study, we helped every one to use those means, by keeping up an active correspondence with each on her chosen subject. Less than three-fourths of the whole number came in early enough to

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<sup>1</sup> See Appendix C.   <sup>2</sup> See Appendix B.   <sup>3</sup> See Appendix A.   <sup>4</sup> See Appendix E.

be entitled even to seven monthly letters, and those who dropped by the way lost their claim at the other end: yet an average of the whole mass of letters to the total number of students gives ten letters apiece, showing how faithful was the attention given. As there was also correspondence among the members of the staff, the mail-bags of the country were swelled by 22,000 letters, not counting printed matter, photographs, books, etc.

After correspondence come examinations and abstracts, to test the quality of work done.<sup>1</sup> These are sent from time to time, as a book or a portion of a subject is completed. An extract from a letter of a student who had been with us three years, studying literature, history, and rhetoric, may serve here, instead of assertions by interested parties. She thinks that "no student with a conscience can possibly, after once belonging to the Society, ever be satisfied with superficial work again." This is what our examinations are for,—not to trip the student up, nor to take the place of continuous work, but to show to the student and to us the truth, whether she has or has not mastered the subject in hand. Our records show this year the names of twenty-five students who, in different courses, under different teachers, have taken 100 per cent. on examinations, 4, 5, 6 times, even up to 7, 8, and 9 times.

The voluntary labors of so many women form a great contribution, and enabled us for some years to do all our work on the small financial basis of our yearly fee of three dollars; and whatever money we now receive otherwise is always used for books, or for what we may call luxuries.

This winter we had an unexpected pleasure,—a surprising and delightful present of one thousand dollars, the largest single sum we have ever received. Unfortunately the donor dislikes to have his name published, so that personal

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<sup>1</sup> See Appendix D.

gratitude is confined to a small circle ; but he can enjoy the consciousness that his gift will long contribute to the happiness of earnest women. One of the uses to which this new gift is being applied is the provision, for students in botany, of portfolios of a circulating Herbarium.

Mr. William Amory, from his invalid room, has sent us, with untiring kindness, his eighth annual gift of one hundred dollars, which is used, as before, for books. A large part of our library already bears testimony to his continued generosity.

We had a welcome present of books last summer from Messrs. Ticknor & Co., consisting of thirty volumes of their dainty publications, some of them expensive illustrated works ; their aggregate value, by the catalogue of the firm, being \$65.50.

One of our long-trying, faithful friends and students sent us five dollars for books, and sixteen volumes besides. Fifteen volumes more have come from other friends and members of the Society.

Mr. George P. Smith, of Philadelphia, lately sent us a cheque for fifty dollars, to be used for the encouragement of Shakespearian studies ; and, after some consultation, it has been decided, in order to avoid the snare of competition, that we shall give a book connected with the study of Shakespeare to each of three or four students whose record of work done during the term is the best. Four have been selected this year, to whom the books will be sent in a short time ; and we can encourage future students by the promise of similar gifts in years to come. It is even intimated to us that additions may be made hereafter to this little fund.

It is needless, after these statements, to say that our treasury and our library are in a prosperous condition.<sup>1</sup>

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<sup>1</sup> See Appendix H.

The library has been increased by 153 volumes, and now contains 2,203 under 1,224 titles. None have been lost in two years. On the contrary, two have been recovered that were supposed to be lost. Our total losses in fourteen years, on a circulation of more than 12,000 volumes, is 21.

Still we have had our little misfortunes, and one loss we may not be able quite to replace. A country house in Tennessee was burned to the ground one night this winter, when five volumes of our art illustrations had collected there, from different points, and all were lost. Four of them can be easily replaced; but the fifth contained photographs of a temple in southern Greece, which thus far we cannot find, and we fear they were accidental copies of photographs made to some private order. Otherwise, we have lost of art illustrations only one small volume, which disappeared in the mail between Boston and Ashland, N.H.

Geographically we cover much the same area as usual, thirty-four States, one Territory, and Canada.<sup>1</sup> We have had, also, a student at Honolulu, reporting regularly every month.

Ninety-eight of our students — 17 per cent. — were themselves teachers; 33 represented clubs. Eleven were at the same time working as our correspondents.

Our mails have already been referred to, and it is only necessary to add in detail that 5,734 letters went from correspondents to students, 5,094<sup>2</sup> returning from students to correspondents. The Secretary received 2,990, and, beside a large quantity of printed matter, sent 2,630. In the different departments 5,689 were exchanged within their several staffs, and all added together amount to 22,137 of letters proper; and this quite within bounds.

Our work rests so essentially on the basis of individuality, the personal relation between one woman and another

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<sup>1</sup> See Appendix G.

<sup>2</sup> See Appendix F.

in our correspondence, — not dealing with private circumstances, but depending greatly on moral and intellectual sympathy, — this fact of individual treatment is so dwelt upon in our advice to correspondents, that some personal experiences seem to have a proper place in our report.

One of our correspondents in the Art Course, who had been an invalid for several years with heart disease, died last year, and her sister has sent us interesting particulars of the way in which she found solace, first in studying with us, and then in helping others to study. It was she who first suggested our Imaginary Journeys, and her sister writes, “ We hardly knew whether to laugh or cry when she called herself ‘ Cook,’ taking people through countries she never saw.” Lying on her sofa, or in her bed, with all sorts of appliances of head-rests, arm-rests, book-rests, and pillows, by which, as she said, she reduced illness to a science, she mapped out trips for stay-at-homes, and once directed a student what to see, when she actually went to France and Germany. She kept up her courage and patience by her intellectual life, saying with Victor Hugo —

What though the branch beneath thee break,  
Remember thou hast wings!

One of our students this last winter lived in a log-cabin, six miles from any neighbor.

Another was the daughter of an old member, joining us ten years after her mother first came to us, having grown up with the atmosphere of our Society about her, and always looking forward to the time when she should be old enough to join us.

A former student in our Shakespeare section is now a teacher of rhetoric and elocution at the North-west, and writes that what her correspondent with us did for her, “ I have given to more than two hundred people since, and I trust they each and all have reflected somewhat of the

thoroughness that was instilled into me through the patience of my dear, painstaking teacher."

Two of our students in Sanitary Science are active members of Associated Charity organizations, and find in those a field for their newly acquired knowledge, which opens a new phase of our work.

One pleasant point in our experiences, a little more marked this year than before, is the success of our promoted students, who become correspondents. Lately several young students, after working under our direction for a year or two, and still continuing as students, have had the responsibility of others' studies laid upon them with excellent results. We have always desired to have students from the wealthier classes join us, because from them we could draw recruits for this disinterested and improving use of talent and knowledge, and we find it a successful policy. There is no better way to learn a thing than to teach it, and, having advanced somewhat in any study, a great deal may be gained in helping others over the first steps already trod.

The first department with us is that of History, which is really the subject fundamental to the others. In this department we have suffered from the resignation of its head, and an interregnum of four months; but the heads of sections were able to carry on and wind up the work, so that the new head now taking it up finds a clear field in which to continue, and, if she may, improve the organization. One change has been for some time contemplated in the order of succession of the periods. Hitherto they have followed each other chronologically, — Ancient, Mediæval, Modern, and American. This has a disadvantage, inasmuch as new students, having no special preference, take Section 1 *because it is the first*, although ancient history is practically

of least value to them. Of course they are and will be always free to take either section singly ; but we propose to offer the sections in two groups, first, Modern and American History, second, Ancient and Mediæval.

During this past term 162 names were entered in this first department ; 121 persevered and took rank ;<sup>1</sup> 42 ladies carried on the instruction ;<sup>2</sup> 2,733 letters were exchanged between students and associates,<sup>3</sup> 207 within the staff ; 352 examinations were passed.<sup>4</sup>

The section of Political Economy has prospered with six students, and we are planning to round off this course of study with special reading, on the recent developments in philanthropic work, and the best methods for the prevention and cure of pauperism.

The second department, that of Science, presents an excellent report. It was entered by 70, of whom 54 persevered and were ranked ; 44 ladies formed the staff. The section of Botany, which has already made itself a good reputation, is to be better equipped in future than ever before, the circulating Herbarium and Miss Newell's new "Outlines of Lessons in Botany," which are in a measure an outcome of our work, being both of them useful additions to our resources. Mothers join us to study botany and zoölogy with their children ; and we have had three students in physiology. Rocks and metals are not too hard for some earnest students, and we hear of wives reading aloud to their husbands on geological subjects. The head of the geological section writes that intercourse with former students is kept up, and she feels that the influence of the Society silently widens and deepens. Mathematics have prospered without startling events.

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<sup>1</sup>See Appendix B. <sup>2</sup>See Appendix E. <sup>3</sup>See Appendix F. <sup>4</sup>See Appendix D.

The new section of Sanitary Science has its special points of interest. Six students who joined it — double the number of last year — were scattered in five different States, and lived under the most varied conditions. The manual of Home Sanitation served as the basis of work, and was supplemented by collateral reading. Results show that the course is well adapted to its purpose, and gives practical proof of usefulness. An experienced house-keeper says that interchange of thought on these subjects has caused new ideas to arise, and better ways of doing old things to be considered. Another writes that in seeking a house to buy she has just rejected one which a year ago she would have taken without hesitation, because her eyes had been opened to the danger from surface-water running into the cellar from a hill above.

Still another has found the course helpful in throwing light into dark places literally as well as figuratively. A three-paned window, opened into her cellar within a few days, "already," she says, "repays me for all the time I have spent in study."

In the third department, that of the Fine Arts, we find 154 names entered, — 100 in the sections covering the history of art, 32 in those devoted to Imaginary Journeys and the study of single works through photography; finally, 19 in music, which is more than double its numbers for last year.

The Music section has given special proofs of success, and promises to grow in interest. The students of theory have shown much enthusiasm; and one of them, while pursuing our regular course, has also studied counterpoint, for which advanced specialty we obtained, by very great favor, the assistance of a gentleman to whom we owe much gratitude for this kindness. He has, indeed, done a friendly thing,

devoting valuable time from his professional labors to this disinterested experiment, and we are glad to know that he finds it interesting enough to be willing to continue it through the summer.

In general, our plan for the theory of music tends to the analysis of great works, rather than to original composition. In this it is as when students of Greek give their attention rather to the works of the Greek poets, than to the composition of Greek verses.

The history of music is pursued like our other subjects.

The German Department was entered by 13 students, 12 of whom corresponded in German, and 7 made a study of the literature. The head of the department took the larger part of the work, but she had three assistants.

In the French Department 18 students were entered, 14 ladies carried on the instruction, and 12 students corresponded in French.

The last department, that of English Literature, is first in numbers, this year having 214, — 52 more than History, — and for these students there was a staff of 73 teachers, beside the head of the department. All has gone well, and the newer sections of Rhetoric and Logic have thriven in the hands of ladies who have shown themselves competent.

The Shakespeare section had 23 students, of whom four will receive the gift of books already mentioned. The number of letters written in this department, — 2,154 to students, 1,806 from students, — and the number of examinations, 577, — an average of more than  $2\frac{1}{2}$  to every one entered, — shows great diligence.

The essays selected to be read at this meeting were chosen from among twenty-seven which had first been selected by heads of departments from a still larger number. Most of the students were asked to write some paper, as a conclusion of their winter's work; but only part of them were asked to write essays to be offered for this occasion. The subjects varied widely. Two which have already been read to the students were on "Handel's Messiah" by a student in the Music section, and "How was Hawthorne affected by the Puritans," by one of the English Literature Department. To be read presently are one on "The Organization of Capital and Labor as Industrial Forces," by a student of Political Economy, and "A Personal Reminiscence of one of the Caryatides of the Erechtheion," by an Art student.

Among the other subjects were the following: "Effects of Volcanic Action beneficent and destructive"; "On reading Pindar's Odes"; "Pearls of Omar Kayam," from the Rubayat; "The English People as Chaucer knew them"; a translation from Ovid's "Destruction of Niobe's Children"; "Shakespeare's Love of Music"; "Sketch of Primitive Religions"; beside various historical and literary studies, with less unusual titles.

Special greetings are due to those who have come to this meeting from great distances, from their homes in Michigan, South Carolina, Virginia, and Maine; and with thanks to all who have given their attention to our narrative, the Secretary's Report will close.

When the reading of the report was ended, two essays were read, one on "The Organization of Capital and Labor as Industrial Forces," written by Mrs. A. S. Risley, of Utica, N.Y., a student in the Political Economy section of the History Department, and read by the Secretary in the absence of the writer; the other, "A Personal Reminiscence of one of the Caryatides of the Erechtheion," written by Miss Helen H. Seabury, of New Bedford, Mass., and read by its writer, a student in the Fine Arts Department.

The Society, which had now spoken for itself, through its Secretary and its Essayists, was next addressed by Prof. Wm. T. Sedgwick, of the Massachusetts Institute of Technology, whose subject was the value and importance of studies in Natural Science for women, both as promoting out-door life and as developing habits of accurate observation.

The Chairman, Dr. Eliot, then closed the meeting with some remarks on the general aims, and moral, as well as intellectual, value of such work as is done by this Society.

PASSAGES FROM REPORTS FOR 1881 AND 1883. — HISTORY  
AND METHODS OF THE SOCIETY.

In June, 1873, some papers of an English Society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English Secretary added very little to the interest already excited. . . .

Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons. as all are liable to the consciousness of deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at head-quarters, at the end of each year, for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition, and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence, in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons, who entered as students during the first term.

This committee was formed with only two points of method settled; namely, that there *should* be a regular correspondence, and that there *should not* be competitive examinations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The

readers must make notes"; to which another answered, "That is useless, for, as soon as a fact is written down, it is discharged from the memory and forgotten." "Then let them make their notes from memory"; and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years; and we now rely upon frequent examinations, — on books or portions of subjects, — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are twenty-nine for selection, included in six departments, with section and subsection, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz.: How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the Head of the department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the Head of the department in the selection of the correspondent.

No further direct communication takes place between the Secretary and the student, — extraordinaries excepted; but every month a formal report is received at head-quarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the Head of department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode of work. The first book to be used is, if she desires it,

sent to her from our Lending Library, and she begins to read with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract, or to answer Examination Questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order, and a family judiciously fed, so that, when called on to oversee or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

## STUDENTS REJOINED.

For a 2d Term	.	.	.	.	.	.	.	122
" 3d "	.	.	.	.	.	.	.	63
" 4th "	.	.	.	.	.	.	.	23
" 5th "	.	.	.	.	.	.	.	16
" 6th "	.	.	.	.	.	.	.	22
" 7th "	.	.	.	.	.	.	.	15
" 8th "	.	.	.	.	.	.	.	8
" 9th "	.	.	.	.	.	.	.	6
" 10th "	.	.	.	.	.	.	.	3
" 11th "	.	.	.	.	.	.	.	5
" 12th "	.	.	.	.	.	.	.	—
" 13th "	.	.	.	.	.	.	.	2
								<hr/> 285

## APPENDIX B.

	Department.	Entered.	Pers- evered.	Dropped.	Ex- cused.	
I.	History . . .	162	121	5	38	= <sup>2</sup> 164
II.	Science . . .	70	54	1	19	= <sup>2</sup> 74
III.	Art . . .	154	109	4	45	= <sup>2</sup> 158
IV.	German Literature	13	13	—	—	= 13
V.	French "	18	16	—	2	= 18
VI.	English "	214	169	7	52	= <sup>2</sup> 228
		<hr/> 631 <sup>1</sup>	<hr/> 482	<hr/> 17	<hr/> 156	

<sup>1</sup> Fifty-four took two courses, four took three courses.<sup>2</sup> Twenty-five took extra sections within the courses.

*Taking Two Sections.*

I.	History	.	.	.	.	.	.	.	2
II.	Science	.	.	.	.	.	.	.	4
III.	Art.	.	.	.	.	.	.	.	4
IV.	German	.	.	.	.	.	.	.	—
V.	French	.	.	.	.	.	.	.	—
VI.	English Literature	.	.	.	.	.	.	.	13

Three sections in English Literature, one.

## APPENDIX C.

	Department.	1st Rank.	2d Rank.	3d Rank.	Totals.
I.	History . . .	56	56	9 =	121
II.	Science . . .	18	33	3 =	54
III.	Art . . .	41	58	10 =	109
IV.	German Literature .	8	3	2 =	13
V.	French “ .	5	9	2 =	16
VI.	English “ .	87	69	13 =	169
		<hr/>	<hr/>	<hr/>	<hr/>
		215	228	39	481

After eliminating double courses and double sections, giving to each student the highest rank she attained in anything:—

Rank 1 . . . . .	197
“ 2 . . . . .	196
“ 3 . . . . .	33
	<hr/>
	426

## APPENDIX D.

## EXAMINATIONS.

I.	History	.	.	.	.	.	.	.	352
II.	Science	.	.	.	.	.	.	.	51
III.	Art	.	.	.	.	.	.	.	220
IV.	German	.	.	.	.	.	.	.	—
V.	French	.	.	.	.	.	.	.	8
VI.	English Literature	.	.	.	.	.	.	.	577
									1,208

## APPENDIX E.

### DIVISIONS OF THE STAFF.

I.	History . . . . .	42
II.	Science . . . . .	44
III.	Art . . . . .	28
IV.	German Literature . . . . .	4
V.	French " . . . . .	14
VI.	English " . . . . .	73
		<hr/>
		205
Teaching in two courses . . . . .		5
		<hr/>
Working Staff . . . . .		200
Heads of Departments . . . . .		6
Secretary, Librarian . . . . .		2
Assist. Secretary, Assist. Librarian . . . . .		2
		<hr/>
		210

## APPENDIX F.

Department.	Letters to Students.	Letters from Students.
I. History . . . .	1,412	1,321
II. Science . . . .	589	508
III. Art . . . .	1,315	1,204
IV. German Literature . .	134	134
V. French " . . . .	130	121
VI. English " . . . .	2,154	1,806
	<hr/> 5,734	<hr/> 5,094

## APPENDIX G.

## GEOGRAPHICAL.

Massachusetts . . . . .	163
New York . . . . .	83
New England (Me. ; N.H. ; Vt. ; R.I. ; Ct.) . .	82
Middle (Pa. ; Del. ; N.J. ; Md. ; Va. ; W.Va. ; D. C.) . . . . .	91
Middle Western (Ohio ; Ind. ; Ill. ; Iowa) . .	41
North Western (Wis. ; Minn. ; Mich.) . . . .	28
South Western (Mo. ; Ken. ; Tenn.) . . . .	13
Western (Colorado) . . . . .	10
Southern (N.C. ; S.C. ; Ga. ; Fla. ; Ala. ; Miss. ; La. ; Texas) . . . . .	28
Pacific (California) . . . . .	22
Territories (Dakota) . . . . .	1
Canada . . . . .	6
Sandwich Islands . . . . .	1
Total . . . . .	<hr/> 569

## APPENDIX H.

## TREASURER'S ACCOUNT.

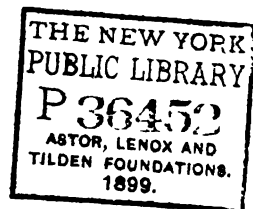
June 1, 1887, to June 1, 1888.

Receipts, including balance June 1, 1887	.	\$3,691 35
Expenses	. . . . .	1,359 84
		<hr/>
Balance June 1, 1888	. . . . .	\$2,331 51

## ITEMS OF EXPENSE.

Postage	. . . . .	\$208 55
Salaries	. . . . .	600 49
Library, including binding and photos.	. .	191 09
Stationery	. . . . .	82 90
Printing	. . . . .	230 59
Messenger and express	. . . . .	24 50
Furniture	. . . . .	15 63
Purchases, etc., for students	. . . . .	6 09
		<hr/>
		\$1,359 84



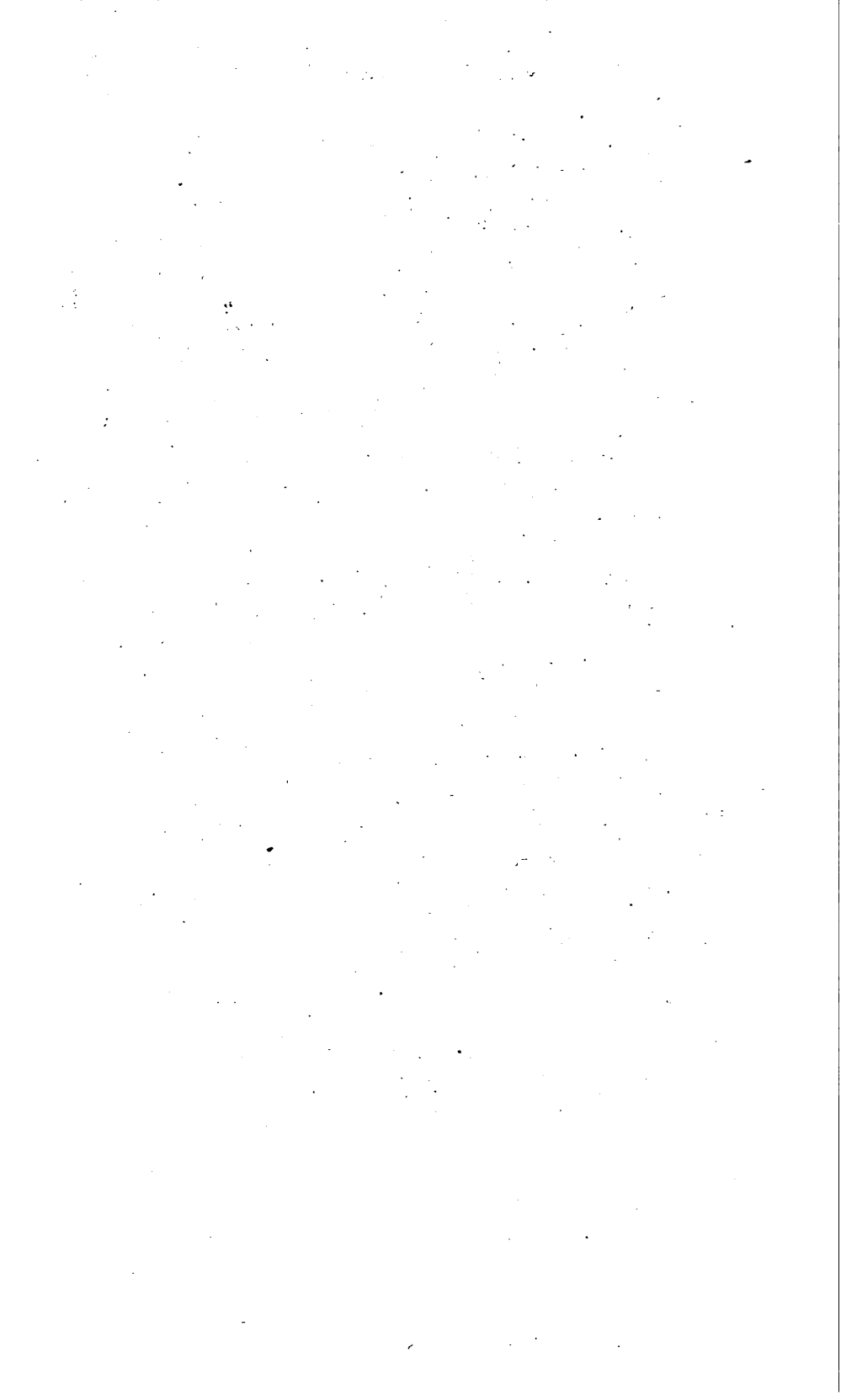


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

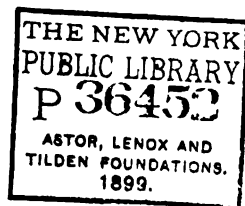
SIXTEENTH ANNUAL REPORT.

1889.

*Anna Ticknor Library, Boston.*



SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



SIXTEENTH ANNUAL REPORT.

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ROCKWELL & CHURCHILL.

1889.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## SIXTEENTH ANNUAL MEETING.

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THE Annual Meeting of the Society appointed for the first Thursday of June, took place on Thursday, June 6, at the home of the Secretary, 41 Marlborough street, Boston.

It was attended by ninety-one members of the Society ; forty-two students, and forty-nine members of the Committee and associate correspondents, arriving from Philadelphia, New York, Syracuse, and other nearer places. Assembling at eleven o'clock, the first hour was passed in interchange of friendly greetings.

At twelve o'clock the Chairman, Dr. Samuel Eliot, and twenty-six guests arrived ; the meeting was formally called to order, and the Secretary's annual report was read.

## SECRETARY'S REPORT.

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THERE are two or three prominent characteristics of our Society and its methods always present, creating the atmosphere in which it works, familiar to many, but which it is well now and then to bring forward for special notice.

First, we find a peculiar character and influence growing from the fact that all our work is done through correspondence *among women*.

We have been called a sisterhood, and the word, in its best and broadest sense, conveys an idea of what we are. Women who have had opportunities for training and have used them, turn their mental acquirements to account, in helping and encouraging other women who have had less opportunities, or have failed to use what they had. The effect of such intercourse, not only on the minds but on the characters of both parties to the contract, can hardly be measured, still less can it be limited. If the immediate stimulus is not so great as where men's minds and authority form part of the equation, there is less factitious excitement and more sympathy, more natural comprehension of environment and of minor obstacles, more delicate power of appreciating and developing character. This relation between women also promotes our central principle of *home* study, its privacy, its mingling with home duties, and the elevation of the home life.

As we have this year had five hundred and nine students entered,<sup>1</sup> with one hundred and ninety-six ladies carrying on the work of instruction,<sup>2</sup> the interest has been widely

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<sup>1</sup> See Appendix A and B.

<sup>2</sup> See Appendix C.

spread; while, in many cases, the relation between the parties has been close and affectionate. Those who, in the course of years, have shown, by entering their names with us as students, that they knew at least of the existence of the Society, — and it has been said that even in such very elementary knowledge, in the idea that any one regards study at home as a thing to encourage, there is instruction for some minds, — now amount to between five and six thousand persons; and the fruits come oftentimes from seed which, when first sown, gave no speedy sign of life. Women who did absolutely nothing on first joining us, come later with explanation, asking to be admitted again; or they pass on the fact of our existence, so that others join us. Women's help for women is our essential characteristic.

Another essential of our work, as done by those who give instruction, is its disinterestedness; but so much unselfish work is done all around us, that, except from one point of view, we need not dwell on this. The effect we see produced, on those who profit by this trait of ours, is pleasant and worth observing. Again and again some student writes, "I hope in future to be able to hand on something of what I have received;" or "I am anxious to show gratitude for what has been done for me, by doing in my turn for others." In short, we see this virtue propagating itself.

Here starts the impulse that makes our students gladly take their place among our teachers, when asked to do so.

In this spirit a more laborious enterprise has been set in motion, of which you may like to hear an account.

A school has been opened in North Carolina, in a small village, population 1,535, of which its founder writes that it is "in existence *only* through the influence of Studies at Home on my own life and character;" and in another letter she says "it is all the outcome of our Studies at Home;

for without that training, I should never have had enough confidence in myself to assume such a responsibility, and I should never have tried to imitate such a noble charity, without having felt it myself." Seeing the children in her neighborhood growing up in ignorance, she issued a circular, offering to start a school, the head of a family who should pay ten dollars being allowed to send from one to *five* children, for a term of seven months! This was not likely to be, nor intended to be, a paying speculation. The founder has taught in the school daily herself, and employed two teachers, taking the burden of all expenses on herself, though, after she undertook it, freshets and fires diminished her resources, even sweeping away, she says, her winter bonnet and Christmas dress. At Christmas, the school having been open four months, some of our Executive Committee put together fifty dollars to help this work, and the public-school fund of her district was to furnish one hundred and nine dollars; but local benevolence only reached to ten dollars and seventy-five cents, a few loads of wood, and one day's work! However, from fifty to seventy children, boys and girls, attend the school, and they improve. They find the unaccustomed discipline hard to submit to, — seeing their chewing-gum cremated, hickory nuts confiscated, and finding their lessons *must* be learned. Naturally, they call it "awfully strict;" but the older pupils appreciate in some degree what they receive, and outsiders see improvement. This practical work of benevolence is called a child of Studies at Home, and we are pleased to recognize it.

Another specialty of our scheme is the wide circulation, not only of books, but of photographs, prints, scientific periodicals, botanical and mineralogical specimens, and music for analysis. Excepting for the books from our lending library, no charge is made, all the illustrative matter going from student to student without other expense

than postage. The advantages of this part of our work are too obvious to need comment. Our general reputation is good enough to make the managers of public libraries, in many towns, willing to buy what we recommend, and this lessens the demand on us.

We have, however, sent out during the year one thousand volumes to thirty-seven States, and we find the geographical indications curious, though not particularly instructive. We find, for instance, that in seven States of the South the average is three volumes to a student; and in four States of the South-west very nearly the same. In the seven old Middle States, also in Massachusetts and in three States at the North-west, it is two volumes per student; in the five New England States, outside of Massachusetts, two and one-half per student; in New York, one and one-half; while in five States of the middle west, meaning Ohio, Indiana, Illinois, Iowa, and Kansas, it is scarcely more than one volume per student.

Of art illustrations, photographs and prints, we have sent 211 volumes to 111 students. Here geography avail-eth not, as art students do cluster, not according to State boundaries, but on more æsthetic lines. Some students borrow, some buy their books; but there are many to whom our library is a great boon. For instance, one, a new student with us, living at a secluded place in the middle west, several miles from a post-office, getting a mail but once a week at the best, yet thirsting for books; and another at the South, teaching in an obscure village, writing a letter to us before daybreak because the day is not her own, and by the light of a pine-knot fire because she has neither oil nor candles in the house, — to these our system of sending books and illustrations on missions through the country seems to be really valuable.

A characteristic which we aim at, and which we hope and believe we possess in a considerable degree, is thor-

oughness. Naturally, in adapting ourselves to such very various minds and circumstances, and employing volunteers, many of whom have other serious claims on their time and talents, we must have a sliding scale; but, so far as is possible, each student and each correspondent is stimulated, urged, and required to do what she does, be it much or little, in the most thorough manner. The lessons arranged, the books recommended, the methods in memory notes, written examinations, and abstracts, are all prepared, and intended to do away with superficial work; and our constant effort is, by supervision and watchfulness, to accomplish this end. That we often succeed there is no doubt. That we sometimes fail we quite admit; but circumstances and characters are often against us.

The details of our statistics are to be found in the appendix to this report; but some facts drawn from them claim a place here.

For instance, it is worthy of observation that, among our 509 students, 101 — 20 per cent. of the whole — are themselves teachers, who may be presumed to want thorough work, and who pass on to their pupils what they draw from us. Very nearly this percentage occurs in our records of late, year after year, which proves that we meet the want. Eight years ago these professional teachers formed only 14 per cent. of our students; but the proportion has not since been so low, and for three of the intervening years it was 18 per cent.

Thirty-two students represent clubs, widening in another way the circle that we reach. As these representatives of clubs pay no more than other individual students, we have found it best to frame some rules to maintain, not only uniformity in the working of the clubs, but security for our correspondents against unreasonable demands on their time.

The question — a natural one — is often asked, What

subjects of study are most popular? and the answer is constantly the same.

History and English Literature always take the lead;<sup>1</sup> and, for this closing term, History, including Political Economy, was chosen by one hundred and sixty-eight, with thirty-eight ladies on the staff of correspondents; while English Literature, including Rhetoric and Logic, was chosen by one hundred and eighty-five, with sixty-two ladies on the staff.

Art and Science always take the next level; Art, with Music, having this year one hundred and eight students and thirty ladies corresponding; Science having seventy-one students and forty-five correspondents.

In the two courses of foreign literature, most of the students are sufficiently advanced in knowledge of the languages to desire correspondence in the foreign tongue. In the German department, of the fourteen students entered, all but two studied the history of German literature, and corresponded in the German language; while in the French department, entered also by fourteen, the correspondence was carried on in French by nine students.

We must not overlook the students who have been twelve and fourteen years with us, — there are six of them,<sup>2</sup> — nor those who did wonders in work. Two took first rank in three subjects, each with three separate, strict teachers; and one took 100 eleven times on examination, in English Literature.

The lending library has increased by seventy-one volumes, and now contains 2,268 volumes under 1,272 titles. One volume has been lost this year, on its journey home from South Carolina.

During our sixteen years' life we have received many kindnesses. Of money, in the whole time, we have received

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<sup>1</sup> See Appendix D.

<sup>2</sup> See Appendix A.

nearly two thousand dollars, part of it restricted in use to books. Many books have been given us beside.

As to our mail, of which we always make proud report, is it not enough to say that the Post has had at least 14,900 letters to carry for us,<sup>1</sup> beside all the books and other ponderous matter it has transported from place to place in our behalf?

By what has just been said, it is made evident that we continue to work on the same six main lines with which we began sixteen years ago; but they develop constantly in specialties, some of which prove to be very interesting in the process of adaptation under our methods.

In the direct route of History, the grand trunk line, we find obvious progress in the section of United States history, which originally made no appearance at all in our programme. The general opinion that American history is dull, was formerly a good deal justified by the dry character of the books treating of it, and by the formal way in which it was taught. We are fortunate in being able now to use delightful books, which have appeared while we have been approaching the subject; and now, although it certainly calls for thoughtful readers, who can appreciate both individual and national conduct, as apart from mere incident, yet, to such readers, the charm of it has become quite apparent. Our fifteen lessons, — beginning with discoverers and conquerors, who sought for wealth with pike and sword, and ending with the conflicts of to-day, when defenders of capital and labor, of protection and tariff reform, are struggling for wealth by other means, — these lessons seem to awaken as lively an interest as the tales of chivalry, or the Wars of the Roses.

Political Economy draws a few intelligent students, who evidently mean business; and its concluding course, con-

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<sup>1</sup> See Appendix G.

nected with charities and the practical duties of women, has been carefully prepared, though not yet tested.

In a general view of our course of Science, its head says, "We aim to unclasp for our students the covers of the book of nature, and bid them look within. We hope to inspire a love for the truths of nature, as well as stimulate a search for facts. In method, the study of Science might be defined as the art of asking questions, — not as the spoiled child asks, for the sake of asking, but as the real child mind always asks, for the purpose of getting answers; and, while the student is taught to question the things themselves, yet the teacher always leaves an open door for questions on ways of investigating, and on meanings of observations." She says further, and very truly, "The craving mind may be as isolated in a city full of all the advantages it desires, as if it were far from books, museums, and kindred minds." To those in the solitude of great cities, and to those in the solitude of prairies or distant ranches, we hope to bring the help which may lift and comfort their lives.

In this Science department, Botany has made a long step forward, both in its methods and in the interest it awakens. The circulating herbarium promised last year, and provided from the large gift of money received a year and a half ago, has been much enjoyed. Better yet, "many of the students have grasped the idea of original investigation, have made an especial study of buds during the winter months, and express great delight," consequent on this study, "in the unfolding of the buds in the spring." One student has prepared an essay on cross fertilization, containing the results of her own observation compared with facts previously published, and has illustrated the essay with pressed specimens and drawings. Both essay and portfolio will be added to the Society herbarium. It is intended that this herbarium shall be increased by

collections, to which the students will contribute, exhibiting certain groups of genera and local flora, or illustrating particular subjects. One invalid, never free from pain, rarely leaving the house even in summer for nine years past, often confined to her bed for weeks, says, "I grow more and more interested in botany, and find the growth of the plant a much more interesting study than the flowers;" adding, "I think I have told you that I have studied the flowers four years, without help and with no good result. I think I shall understand them much better for beginning, as I ought, with the beginning of the plant."

A student of astronomy, in her second year with us, has bought for herself a telescope, and is studying the moon.

A strange visitor appeared on those shelves of our library which are devoted to science, — a *tale*, actually a work of fiction, called a "Young Prince of Commerce," containing many exciting incidents, shipwreck, captivity, and so on. In this department it was a startling novelty. On investigation it proved to be a sugar-coated pill, conveying practical information about business forms and facts, mortgages, loans, drafts, checks, etc. In our section of Mathematics it meets a want and leads to intelligent questions. As the mere filling of a check has been a puzzle to untrained women, within our own range of experiences, we see here an opening for some good work.

The course in Sanitary Science, of this our second department, aims, not to make women independent of trained specialists, but to enable them to know when and how the services of such specialists are needed to secure the healthful condition of a house; and to lead them to take an *intelligent* view of such matters as ventilation, drainage, heating, etc.

Art exercises its accustomed sway among us, but our

course of study undergoes only such changes as new opportunities call for. We like to have a young girl, who finds herself on the eve of a flying visit to England, come to us for advice in reading, that she may better enjoy what she is to see; and then to have her happy in our Travelling Course, which opens to her glimpses of the lake poets and London literary folk, shows her how to examine and appreciate Gothic cathedrals, and gives her lessons in the criticism of paintings she will find in the galleries and great houses of England.

Music students bear this testimony to the merits of our course, that the most advanced and intelligent of those who devote themselves to the theory are especially satisfied, both with the work given them to do, and with the aid they receive in doing it. Our object in this is to aid amateurs in learning enough of the structure of music to be able to listen to it and perform it intelligently. It also gives them a thorough and excellent preparation for more advanced studies in harmony. After a careful drill in major and minor scales, and analysis of simple chorales, — training the ear to detect the principal chords and intervals through all, — we then give them study of the construction of sonatas and fugues. This is followed by Pole's Philosophy of Music, and by study and analysis of the works of great composers.

A well-written and interesting paper has been sent in by one of our students, on Palestrina's great "Mass of Pope Marcellus," the writer of the essay having entered on the study of the intricacies of counterpoint, and the most difficult problems in the analysis of great compositions. One of her exercises has been to make a two-hand pianoforte arrangement of one movement of a symphony of Mozart's, from the full orchestral score.

An episode in the work of the Art department has grown as a gracious offshoot from the parent stem. Students

of Renaissance art are expected to make some acquaintance with Dante; but one of them, during the last term, had the good fortune to have a correspondent who was attending a course of lectures on Dante by Professor Norton, and to have these lectures made available to her in a very instructive way. Books were especially recommended for her study, and during the whole winter she pursued the subject with great interest.

The gift for the encouragement of Shakespeare studies announced in our report last year — fifty dollars, from Mr. Geo. P. Smith, of Philadelphia — continues to do its kindly work this year.

Those who received from this fund last year one valuable volume each — being one copy of Gervinus' Commentaries, one of Dowden's Shakespeare, his *Mind and Art*; and two copies of Furness' Variorum Edition of *King Lear* — found each, in her book, a label stating that it was given "in recognition of faithful and intelligent study of Shakespeare's plays," and all seemed much delighted with their acquisitions. This year again a distribution of similar books will be made, to those who have shown themselves most earnest and intelligent in this special study.

And here, in the midst of these proofs of the advanced nature of a great deal of our work, a little fact comes forward claiming to be mentioned; showing what we are, all the while, doing on another plane. A student, joining us two years ago, has worked diligently and earnestly with this result. — that, whereas in the beginning she seemed entirely illiterate, writing and spelling so badly that she might be said to be unable to write a tolerable letter, she now sends well-written, ladylike letters, has read a great deal of good English literature, and says, herself, that she now reads, with interest and pleasure, books from which she would have turned away two years ago. This is a delightful proof of the possible effects of painstaking on both sides, kindly

and patient attention and encouragement, met by industry and the desire to improve.

We have one new plan this year. This is to use a part of the munificent gift of one thousand dollars which we received twenty months ago, and of which only a small portion has been used for improving the botany work, — to use a second fragment of it for scholarships, admitting those who need it to all rights and privileges, including the library. Primarily, these scholarships will be for teachers and for those preparing to be teachers. Secondly, they will be for special cases, on which the Secretary will decide. It is hoped that this will remove obstacles from the paths of some who might otherwise be deterred from joining us.

In reviewing our work for the year, we gain assurance that we advance in thoroughness and in a real contribution to the higher education of our sex.

We feel satisfied that, whatever our comparative numbers, our work was never more valuable, never better done, never better appreciated, than in this its sixteenth year just closed.

After the Secretary's report had been read, three essays by students of the Society were presented. The first on Palestrina's "Mass of Pope Marcellus," by Miss Florence Burtis, of Oshkosh, Wis., was read by the Secretary in the absence of its writer. The second on "Laissez Faire, its limitation and application," was read by its author, Miss Gertrude S. Kimball, of Blackstone, Mass., a student of Political Economy; and the third, read by the Secretary, was a parallel between the "Ancient Roman Republic and the American Republic," by Miss M. T. Learned, of New London, N.H.

The work of the Society having now been represented, the Chairman introduced Prof. F. W. Taussig, of Harvard

University, who referred to his connection with the Young Men's Society for Home Study of which he was secretary, and which lived but three years; inferring from that experience that while young men are eager for the knowledge which they feel to be important to their careers, yet, speaking broadly, the pursuit of knowledge for its own sake prevails at present more among women, to whom we must look for keeping alive this high aspiration, during a period of strong utilitarian tendencies.

The Chairman took up the same theme, expatiating on the opportunities and the responsibilities of women under this view of the subject, and on the work of this Society, as forming a part of their equipment for accomplishing what it is claimed they have to do for this day and generation.

PASSAGES FROM REPORTS FOR 1881 AND 1883. — HISTORY  
AND METHODS OF THE SOCIETY.

In June, 1873, some papers of an English society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English secretary added very little to the interest already excited. . . .

Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons, as all are liable to the consciousness of deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at headquarters, at the end of each year, for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition, and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons who entered as students during the first term.

This committee was formed with only two points of method settled; namely, that there *should* be a regular correspondence, and that there should *not* be competitive examinations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The

readers must make notes;" to which another answered, "That is useless, for as soon as a fact is written down, it is discharged from the memory and forgotten." — "Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years; and we now rely upon frequent examinations, — on books or portions of subjects, — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are twenty-nine for selection, included in six departments, with section and subsection, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz.: How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the head of the department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the head of the department in the selection of the correspondent.

No further direct communication takes place between the Secretary and the student, — extraordinaries excepted; but every month a formal report is received at headquarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the head of department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode of work. The first book to be used is, if she desires it,

sent to her from our lending library, and she begins to read, with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract, or to answer examination questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties, all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order and a family judiciously fed, so that, when called on to oversee or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

Number of New Students	.	.	.	.	.	228
“ “ Old Students	.	.	.	.	.	281
Total .	.	.	.	.	.	509

## STUDENTS REJOINED.

For a 2d Term	.	.	.	.	.	.	97
“ 3d “	.	.	.	.	.	.	67
“ 4th “	.	.	.	.	.	.	35
“ 5th “	.	.	.	.	.	.	15
“ 6th “	.	.	.	.	.	.	16
“ 7th “	.	.	.	.	.	.	19
“ 8th “	.	.	.	.	.	.	14
“ 9th “	.	.	.	.	.	.	6
“ 10th “	.	.	.	.	.	.	3
“ 11th “	.	.	.	.	.	.	3
“ 12th “	.	.	.	.	.	.	5
“ 13th “	.	.	.	.	.	.	0
“ 14th “	.	.	.	.	.	.	1
							281

## APPENDIX B.

## GEOGRAPHICAL.

Massachusetts . . . . .	130
New York . . . . .	62
New England (Me. ; N.H. ; Vt. ; R.I. ; Conn.) .	60
Middle (Penn. ; Del. ; N.J. ; Md. ; Va. ; W.Va. ; D.C.) . . . . .	115
Middle Western (O. ; Ind. ; Ill. ; Ia. ; Kan.) . .	50
North-western (Wis. ; Minn. ; Mich.) . . . .	28
South-western (Mo. ; Ky. ; Tenn. ; Ark.) . . .	17
Western (Colorado) . . . . .	7
Southern (N.C. ; S.C. ; Ga. ; Fla. ; Ala. ; Miss. ; La. ; Tex.) . . . . .	17
Pacific (California) . . . . .	18
Territories (Indian and Wyoming) . . . . .	2
Canada . . . . .	2
Newfoundland . . . . .	1
	<hr/>
	509

## APPENDIX C.

## DIVISIONS OF THE STAFF.

I. History . . . . .	38
II. Science . . . . .	45
III. Art . . . . .	30
IV. German Literature . . . . .	4
V. French “ . . . . .	13
VI. English “ . . . . .	62
	<hr/>
<i>Carried forward,</i>	192

<i>Brought forward,</i>	192
Teaching in two courses . . . . .	6
Working Staff . . . . .	186
Heads of Departments . . . . .	6
Secretary, Librarian . . . . .	2
Asst. Secretary, Asst. Librarian . . . . .	2
	<hr/>
	196

## APPENDIX D.

## STUDENTS.

Department.	Entered.	Perse- vered.	Dropped.	Ex- cused.
I. History . . . . .	168	122	8	41
II. Science . . . . .	71	47	2	24
III. Art . . . . .	108	79	4	27
IV. German Literature . . . . .	14	11	—	3
V. French “ . . . . .	14	7	1	6
VI. English “ . . . . .	185	140	6	49
	<hr/>	<hr/>	<hr/>	<hr/>
	560	406	21	150

Taking two courses, 41 ; taking three courses, 5.

## TAKING TWO SECTIONS.

I. History . . . . .	3
II. Science . . . . .	2
III. Art . . . . .	2
IV. English Literature . . . . .	8
	<hr/>
	15

Taking three sections, 1 — English Literature.

## APPENDIX E.

	Department.	1st Rank.	2d Rank.	3d Rank.	Totals.
I.	History . . .	64	52	6 =	122
II.	Science . . .	19	26	2 =	47
III.	Art . . .	40	34	5 =	79
IV.	German Literature,	8	1	2 =	11
V.	French “	4	3	— =	7
VI.	English “	64	68	8 =	140
		<hr/>	<hr/>	<hr/>	<hr/>
		199	184	23 =	406

Ranks after eliminating double courses and sections.

First Ranks . . . .	186	No ranks.
Second Ranks . . . .	158	148
Third Ranks . . . .	17	361
	<hr/>	<hr/>
	361	509

## APPENDIX F.

## EXAMINATIONS.

I.	History . . . . .	359
II.	Science . . . . .	64
III.	Art . . . . .	163
IV.	German Literature . . . . .	—
V.	French “ . . . . .	3
VI.	English “ . . . . .	516
		<hr/>
		1,105

## APPENDIX G.

Department.	Letters to Students.	Letters from Students.
I. History . . . . .	1,561	1,372
II. Science . . . . .	757	492
III. Art . . . . .	931	876
IV. German Literature . . . . .	93	89
V. French " . . . . .	74	62
VI. English " . . . . .	1,862	1,641
	<hr/> 5,278	<hr/> 4,532

The Secretary sent 2,378 ; received 2,778.

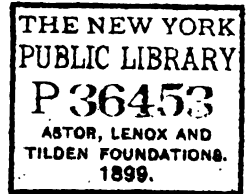
## APPENDIX H.

## TREASURER'S ACCOUNT.

Received balance from last year . . . . .	\$2,331 51
" fees . . . . .	1,464 00
" interest, sales of "Health," gifts, etc. . . . .	163 05
	<hr/> \$3,958 56
Expended . . . . .	1,479 63
	<hr/> \$2,478 93

## ITEMS OF EXPENSE.

Postage . . . . .	\$272 55
Salaries . . . . .	710 19
Printing . . . . .	232 84
Stationery . . . . .	58 35
Messenger, express, etc. . . . .	28 50
Library . . . . .	118 60
Sundries, including purchases for students . . . . .	58 60
	<hr/> \$1,479 63



SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

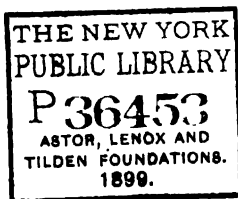
SEVENTEENTH ANNUAL REPORT.

1890.

*Anna Ticknor Library, Boston.*



SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



SEVENTEENTH ANNUAL REPORT.

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ROCKWELL & CHURCHILL.

1890.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## SEVENTEENTH ANNUAL MEETING.

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THE Seventeenth Annual Meeting of the Society occurred on Thursday, June 5th, at the home of the Secretary, 41 Marlborough street, Boston.

Eighty-two members of the Society were present; thirty-seven students; and forty-five members of the Committee, and associate correspondents; coming from all parts of New England, as well as from several places in New York and New Jersey, and one from Ohio.

From eleven till twelve o'clock the meeting was simply social, but at noon twenty-six guests arrived, and the chairman of the committee, Dr. Eliot, called for the reading of the Secretary's report.

## SECRETARY'S REPORT.

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A Society making its seventeenth annual report can hardly avoid repetitions, but we hope there are some persons here who have not heard or read all our previous assertions and philosophizings.

We can only reiterate, even to prosiness, the fundamental ideas on which we rest. We can only repeat that what we stand for, primarily, is the home; increasing its resources, its forms of enjoyment, its happiness. Our means to this great end are studies, and we work through individual minds; but we have always in view the influence exerted by these on other minds; and we have great faith in the increase of cheerfulness — therefore, of union and harmony, — produced by variety of thought and enlargement of interests, contributing to the animation of the home.

We encourage *study* rather than reading; for reading, which leaves little residuum and forms no useful habits, adds very little to the value of life.

We profess to *encourage* our members, because we know how hard it is for most women, in the midst of the manifold interruptions apparently inevitable in their avocations, to persevere long enough in study for the pleasure and the habit of it to neutralize these interruptions.

We promote all the higher intellectual pursuits, art, science, literature; but we find an intellectual side to subjects usually called practical, — because more directly important to the physical condition of the house than to its mental atmosphere, — and this we also cultivate. When we have helped a woman to exercise good judgment in the

construction of a house, in the selection or improvement of one already built; when we show her that there is chemistry in cooking, that science will help her to cook better and more uniformly; when, by correspondence and use of books, she arrives at making bread which is pronounced, by her family, to be the best they ever ate; then we feel — and we have had all these experiences — that the application of intellect to physical processes has a rightful place in our programme.

A woman who writes an essay on Norse mythology must have made acquaintance with curious fancies and wild poetic images which may, if she chooses, be vastly entertaining to those among whom she lives. The same end may be gained with the photographs sent in the Art Course, the minerals and herbarium belonging to the Science Course. In short, a student of ours may be a valuable institution in her family circle. Of course, if she is too reticent, or if she is so afraid of family chaff that she does not even let her people know she has any connection with us, she fails to make this kindly use of what we provide for her; but we have evidence enough that our real purpose is generally attained. Children's walks are made delightful by their being taught to enjoy and appreciate the search for flowers, stones, beetles; villages are excited over our photographs; and long, dull evenings enlivened by the reading of books from our lending library.

Books are our main resource, and, in every subject, we introduce our students to the best and most advanced works, in the best available editions.

They get these from public libraries, or buy or borrow them, or take them from us. We have on our programme, under six broad divisions, twenty subjects in thirty sections or sub-divisions. From the returns, which have just come in at the close of the term, we find that the entire number of works, larger and smaller, longer and shorter, *titles*, not

volumes, used by our five hundred students in the last eight months, is 849. Some of these are text-books, used by many simultaneously. Keary's *Dawn of History*, for instance, goes to all beginners in ancient history (about one-third in that section this year), but one must have advanced well to take a translation of a Greek tragedy; so there will be many reading Keary, while, perhaps, only one gets the other. Many are reading something of Rawlinson, some Mahaffy, and so on. One hundred and ninety-two students entered for the whole department of history, and the titles of the books used among them amount to 326. In science sixty-two entered, and their variety counted up only to sixty-seven; but, in science, books are merely a basis for work; observation, dissection, analysis, occupy much time, while books answer questions and suggest new steps.

In the Art Course 110, entering, had 159 works to read. In this course, some of the books, which go into the hands of many, are large, voluminous, and requiring close study, Lübke, Fergusson, and so on; while in the music section much time is consumed in analysis and application of rules. German literature had sixteen students and used twenty-two works, of which five were different histories of the literature.

French literature had fifteen students and used twenty-seven works, while English literature had 189 students and used 248. All the figures you observe mean titles, not volumes. In these statements all entering students have been regarded as using books, but many dropped along the way, and some fell out at once, never reading a single book. In all this statement the main point is that we offer variety, and selection is made of the reading best suited for each individual.

The circulation from our little lending library, which, after all, is only a supplement to the other resources of the

students, was, for the year, June, 1889, to June, 1890, 1,129 volumes. We now own 2,361 volumes under 1,842 titles, and our circulation ought to be larger than it is. In sixteen years nineteen volumes have been lost, but in the last two years only one volume a year has disappeared. The library was used by 286 students, two-thirds of those who persevered for at least half the term. It is also used by our associates, of whom nine availed themselves of it this term, using fifty-six volumes. Among the books most often taken out we find that Martin's Civil Government went to eleven students; Robertson's Charles V. went to thirteen; Lübke's History of Art to nine; Von Reber's History of Art to six; Kitchin's History of France to fifteen students and four correspondents; Symond's various writings, a volume each, to sixteen students; and so on.

On the other side of the account, one student had nineteen volumes out during the term, one had seventeen, one twelve, and many six or eight.

Of the 524 who entered for this term, 264 were new students; ninety-three were taking a second year with us, fifty-eight a third, thirty-eight a fourth, twenty-seven a fifth, and so on, in lessening numbers, till we find *one in her fifteenth* year with us. Four are in the thirteenth, two in the eleventh, two in the twelfth, four in the tenth, nine in the ninth.

They are as usual in all parts of the country, beside three in Canada, and one migrating, during the winter, to the Sandwich Islands. Massachusetts gives 119, and the rest of New England sixty-four; New York sixty-two, and the Middle States 132; Southern and South-Western forty-two, Western seventy-eight, California twenty-one.

The number of ladies working in the different departments as correspondents, heads of sections and departments, with the Secretary and Librarians, number 196, and two paid assistants raise the figures to 198 persons actually busy, more or less, in carrying on the organization.

At headquarters the united work of the Secretary with that of the two assistants is, in the average, nine to ten hours a day.

We gradually add specialties to our different departments, such as Political Economy, Sanitary Science, Music, Rhetoric, and Logic, all of which have done well. In Political Economy, six out of eleven took first rank, with teachers who give that only to "irreproachables." In Music the advance has been most satisfactory, nineteen students taking it, of whom nearly all studied theory, and marked progress was shown.

This winter we have added another specialty—experimentally—Pedagogy, or the theory and practice of teaching, and, having started cautiously, we feel now sufficient confidence to proceed farther. This branch was asked for by five persons, and they alone were admitted to it, for it was not easy to obtain help in the teaching of this subject. Women competent for it were engrossed in the work of normal schools and colleges. We divide the study into three parts, two of which, however, illustrate each other, and very soon proceed simultaneously. There is the history of education, from ancient times to the present, studied in a general text-book, with biographies and episodes interspersed; and there is the study of present methods, which unites with this history, as soon as comparison can be made, for instance, with the attempts at reform in the sixteenth century. The third division is that of Psychology, which, of course, mingles with the study of present methods. The interest is great, and, for those of our students who are themselves teachers, it would seem to hold out a helpful promise.

We hope to make it useful in the future, and to excite the sympathy of those who teach methods, so far that they may give us a helping hand, and, perhaps, enable us to get aid from some of their advanced pupils.

The old familiar section of Botany continues to advance, and this year is the leading section in Natural Science. The work in it has been very faithful, and has seemed to interest the students greatly.

One student in this section is a good example of the special place the Society may fill in the world. She wrote to the Secretary, a touching letter, in the middle of the winter, expressing her sorrow that she could not afford to join the Society again, after a long interval, and asking if she could not be of some use in pressing flowers for the herbarium. Of course she entered on a scholarship, and is busily pressing plants for a portfolio of Colorado flowers, to be added to the circulating herbarium. She has proved to be a most interesting pupil, taking the opportunity for study and intercourse with zeal, and proving herself a natural observer of quite a high rank. She has written a little article on Colorado wild flowers for a Denver magazine, which has been accepted. She is completely cut off from intellectual intercourse and the opportunity of obtaining books, and has appreciated her winter's help correspondingly.

Of the 424 who persevered for the required four months, and thus acquired some rank, we find 173 in the first rank, 181 in the second, and only twenty-seven in the third or lowest rank.

An inspection of our students' book shows many names with figures appended which mean 100 per cent. on examinations. These examinations are most frequent and easiest in English Literature, and there we find students making *all correct* answers twelve times in fourteen, eleven in twelve, nine in eleven, and so on. The examinations in History are harder and less frequent. We always remember Professor Herbert Adams's assertion that, to have our History examinations passed, by its candidates for the degree of A. B., would be creditable to

any American college. Here we find students getting 100 in every one of five examinations, in five out of eight, four of six, three of four, five out of six.

All this means good work, and some discipline of mind. 424 out of 524 persevered, and of these, 173, two-fifths, took first rank.

We have always discouraged students from taking up more than one subject; because, unless they have exceptional ability or leisure, no one of their studies will profit them much. Only sixty-nine took more than one course during the last term, and, of these, ten failed to get any rank in anything. However, ten got first rank in both of two studies; two got first in all of three; fifteen got first in one out of two. Again twelve got *second* rank in both of two subjects, and thirteen got second in one out of two. This looks tolerably successful; but we still feel that one study is as much as the majority can master well, under the ordinary conditions of Home Study.

Of the diffusion of the knowledge gained from us, we have signs, in the thirty-four clubs in correspondence with us, and in the number of teachers who joined us, ninety-five, the usual 18 per cent. of our whole number of students. These teachers chose a variety of subjects. Those who stayed nearest their own specialty were teachers of music, in the music section, and those who took Pedagogy for their study. Eighteen teachers entered to study History alone, — eleven taking Modern, and five American. Six others took History with some other subject, three adding Art. Twenty-one chose English Literature alone, one of them confining herself to Shakespeare, and five to Rhetoric. Ten took Science alone; ten took Art alone. All these studies took like preparation for better teaching in the schools.

The school in Lewiston, N.C., mentioned in our last report, called by its founder and head-teacher "an out-

come of Studies at Home," has been successfully continued this year, and an account of its further development may not be out of place here, in illustration of one influence beyond our own lines.

The founder, Mrs. Thompson, studies three subjects with us, beside, as will be seen by extracts from a letter of hers, managing her home farm. Last year she charged only \$10 a term of nine months for a family sending from one to five children.

This last winter she has charged \$5 a head, admitting girls and boys; diminishing her numbers, of course, from seventy to thirty, but getting better work, and better discipline. You will find that she still attributes her scheme, and its good working, greatly to her association with our Society. She says:—

"I am willing to appear egotistical, if I can thereby give a definite idea of what *our* Society has done for me. Just how much good it has done for me and for others, Eternity alone can tell. How it has aided me, has been a curious and unexpected result to me. Instead of accumulating a mass of facts and dates (which has been a great disappointment to me) and deserving 100 per cent. on all recitations, there seems to have been a readjustment of mental faculties, and a power never felt before of going to the heart of a problem and solving it, directly, for other people.

"I wish to assure you again that, but for the work of our S. H. in my behalf, I should never have had confidence, courage, nor faithfulness to prosecute such an arduous undertaking as 'The Woodville Graded School.'

"Tho' I often feel like the Sower in the Psalms, 'that goeth forth and weepeth, bearing precious seed,' because so few here see the precious seed, and seem almost to have forgotten, this session 'Mrs. Thompson's cranky notions,' yet I repress the morbid feeling when I remember, 'he

shall doubtless come again, with rejoicing, bringing his sheaves with him.' But oh, how far a little bit of sympathy does go.

"Our school will close June 6th, with written examinations for the first time. We have now thirty scholars, with seven music pupils. Seven of our scholars have moved away, among them our oldest boy. Our oldest girl, eighteen years old, is in a class by herself in Geometry, Algebra, Arithmetic, and Latin, and will try to stand an examination in June for a Peabody Scholarship at the Normal College in Nashville, Tenn. She had made this arrangement before Miss Bernard wrote me about the scholarship at Vassar.

"All the older girls and boys are studying well, and are making progress. Lee Saunders, and her sister and brother, have walked four miles to school and back, through cold and wet, and often nearly barefoot. This is very encouraging to us.

"It is almost impossible to define the class we are teaching. It is a class formed from well-to-do people before the war, who are much reduced in circumstances; and the class who are making some money and coming to the front; in fact they are standing, both young women and men, on the borderland of good or bad citizenship. With good, solid, primary education, many of them will become leaders when mature; without it they must inevitably drift with evil associates, or become stolid in their ignorance. My sister and I are trying to instil into fertile minds all the principles we can. It is slow work, and hard work, but we do not falter for a moment.

"All text-books have changed so I am forced to look over all of them, and, while it is a great tax on my strength, time, and purse, all thorough work brings along with it a certain satisfaction, with certainty of a future harvest, and it is no idle boast to say my sister's work and mine is thoroughly done.

"Unfortunately the fire and floods have left me in debt \$50.00 to our teacher of last year, but she, very kindly, has given me time to pay it. Though I haven't succeeded in renting my house at Lewiston since January, I see a way to pay my debt very soon. I am truck-farming. My husband has given me our home, with about seventy-five acres around it, and lets me do as I please with it this year. Though not half the patrons of the school have paid their bills (\$5.00 for each child from September 9 to June 6), and many of them will not even pay for their books, if alive, I shall certainly have some sort of a school next September.

"I must again thank the ladies for their timely aid in the beginning of our school. Without it the school would have been 'swamped.'

"If not asking too much, please give me the same teachers for next session."

A student in our Imaginary Journey's course, who is an invalid, is thus described by her correspondent, after calling on her:—

"I found her living up-stairs in the smallest of small city houses, in a barely furnished room, busy with such household duties as she can perform, feebly, from her reclining chair. About her were books and papers, among them a large volume of our Art Illustrations. She turned the leaves over lovingly, and said she had shown the pictures to this neighbor and that, to have some of the puzzling Old Testament frescoes explained, adding, 'But nobody cares for them as I do. I never knew how little I knew until I began to study, and now I only wish I could remember half I read.'

"She said very little about herself, but I could see from her pale face that she was a great sufferer. Her early advantages have evidently been limited, and she studies with a child-like *naïveté*. She evidently had no opinions of her own on art matters, when she joined the Society,

and she meets new ideas with charming receptivity, making personal friends of the old Saints and painters."

In the two years that she has been a student she has read Irving's Sketch Book, Henry James' Little Tour in France and Portraits of Places, Taine's Florence and Venice, Oliphant's Makers of Florence, Jameson's Italian Painters, Oliphant's St. Francis of Assisi, Symond's Fine Arts; and biographies of Raphael, Michael Angelo, and Leonardo da Vinci.

Some subjects have been overlooked, even in this long report. Our finances are in excellent condition, as we have \$2,500 in the bank and a good handful of cash besides. We buy books freely, employ good clerical assistance, but have no other expensive needs.

Our contribution to the mails has been over 15,000 letters, beside printed matter.

Three prizes, if so we must call them, were given last year to Shakespeare students, under Mr. Geo. P. Smith's generous auspices; one copy of Mrs. Clark's Concordance of Shakespeare, and two copies of Gervinus' Commentary on Shakespeare. These gifts were received with surprise and pleasure by those to whom they were sent. This year a similar distribution will be made.

This report has been addressed to a public made up of the various grades of members of our Society and our guests. It must not close without a word of earnest sympathy for our students, who must, however, be aware, by our deeds, that they occupy an important place in the thoughts of all the two hundred persons who form our active organization.

After the reading of the annual report, three essays by students were read. One, called "The Hidden Flowers of the Violet," was by Miss E. McP. Ravenel, of Charleston,

South Carolina, a student of botany in the Science Department. Another, called "An Association," was by Mrs. J. H. Brush, of Greenwich, Conn., a student in the English Literature Department. The third, called "From Pepys' Diary, Van Dyck," was by Miss Lucy E. Keeler, of Fremont, Ohio, a student in the Art Department, and in the Shakespeare section of the English Literature Department.

The usual presentation of the Society's work and progress having thus been made, its friends and guests were next represented by Mr. Henry A. Clapp, who spoke with feeling of the important place now held by women in the promotion of high intellectual pursuits; and then, turning to the subject to which he himself has devoted so much attention, he proposed, for the consideration of Shakespeare students in the Society, some problems connected with the plays, which had especially interested him.

Dr. Eliot, as chairman, then made some closing remarks on the opportunities and the duties of the members of this Society, in which they may be encouraged by the results already attained.

PASSAGES FROM REPORTS FOR 1881 AND 1883. — HISTORY  
AND METHODS OF THE SOCIETY.

In June, 1873, some papers of an English society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English secretary added very little to the interest already excited. . . .

Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons, as all are liable to the consciousness of deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at headquarters, at the end of each year, for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition, and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons who entered as students during the first term.

This committee was formed with only two points of method settled; namely, that there *should* be a regular correspondence, and that there should *not* be competitive examinations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The

readers must make notes;" to which another answered, "That is useless, for as soon as a fact is written down, it is discharged from the memory and forgotten."—"Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years, and we now rely upon frequent examinations—on books or portions of subjects—and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help,—of which there are twenty-nine for selection, included in six departments, with section and sub-section,—and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent,—a printed receipt for the money, with which are included three general questions, viz.: How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the head of the department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the head of the department in the selection of the correspondent.

No further direct communication takes place between the Secretary and the student,—extraordinaries excepted; but every month a formal report is received at headquarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the head of department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode of work. The first book to be used is, if she desires it,

sent to her from our lending library, and she begins to read, with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract, or to answer examination questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties, all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order and a family judiciously fed, so that, when called on to oversee or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

Number of New Students . . . . .	260
Number of Old Students . . . . .	264
	<hr/>
	524

## STUDENTS RE-JOINED.

For a 2d Term . . . . .	93
“ 3d “ . . . . .	58
“ 4th “ . . . . .	38
“ 5th “ . . . . .	27
“ 6th “ . . . . .	8
“ 7th “ . . . . .	11
“ 8th “ . . . . .	7
“ 9th “ . . . . .	9
“ 10th “ . . . . .	4
“ 11th “ . . . . .	2
“ 12th “ . . . . .	2
“ 13th “ . . . . .	4
“ 14th “ . . . . .	0
“ 15th “ . . . . .	1
	<hr/>
	264

## APPENDIX B.

## GEOGRAPHICAL.

Massachusetts . . . . .	119
New York . . . . .	62
New England (Me. ; N.H. ; Vt. ; R.I. ; Conn.) . . . . .	64
Middle (Pa. ; Del. ; N.J. ; Md. ; Va. ; W.Va. ; D.C.) . . . . .	132
Middle Western (O. ; Ind. ; Ill. ; Ia. ; Kan.) . . . . .	45
North-Western (Mon. ; N.Dak. ; Minn. ; Wis. ; Mich.) . . . . .	31
South-Western (Mo. ; Ky. ; Tenn. ; Ark.) . . . . .	22
Western (Colorado) . . . . .	2
	<hr/>
<i>Carried forward,</i>	477

<i>Brought forward,</i>	477
Southern (N.C. ; S.C. ; Ga. ; Fla. ; Ala. ; Tex.) . . . . .	20
Pacific (California) . . . . .	21
Territories (Utah, Wyoming) . . . . .	2
Canada . . . . .	3
Sandwich Islands . . . . .	1
	<hr/>
	524

## APPENDIX C.

## DIVISIONS OF THE STAFF.

I. History . . . . .	41
II. Science . . . . .	47
III. Fine Art . . . . .	30
IV. German Literature . . . . .	2
V. French Literature . . . . .	12
VI. English Literature . . . . .	60
	<hr/>
	192
Teaching in two Courses . . . . .	5
	<hr/>
Working Staff . . . . .	187
Heads of Departments . . . . .	6
Secretary, Librarian . . . . .	2
Assistant Secretary, Assistant Librarian . . . . .	3
	<hr/>
	198

## APPENDIX D.

## STUDENTS.

Department.	Entered.	Perse- vered.	Dropped.	Ex- cused.
I. History . . . . .	192	139	5	52
II. Science . . . . .	62	42	2	19
III. Fine Arts . . . . .	110	82	5	26
IV. German Literature . . . . .	16	13		3
V. French Literature . . . . .	15	10		5
VI. English Literature . . . . .	189	136	2	63
	<hr/>	<hr/>	<hr/>	<hr/>
	584	422	14	168

'Taking two courses, 50 ; three courses, 5.

## TAKING TWO SECTIONS.

I. History . . . . .	4
II. Science . . . . .	1
III. Fine Arts . . . . .	3
IV. English Literature . . . . .	10
	<hr/>
	18

Three Sections, 1 — English Literature. Thirty-four represent clubs; ninety-five are teachers.

## APPENDIX E.

Department.	Rank I.	Rank II.	Rank III.	Totals.
I. History . . . . .	65	69	5 =	139
II. Science . . . . .	15	23	4 =	42
III. Fine Arts . . . . .	38	37	7 =	82
IV. German Literature . . . . .	7	4	2 =	13
V. French Literature . . . . .	3	6	1 =	10
VI. English Literature . . . . .	63	62	11 =	136
	<hr/>	<hr/>	<hr/>	<hr/>
	191	201	30 =	422

## Ranks after eliminating double courses and sections.

Rank I. . . . .	173
Rank II. . . . .	180
Rank III. . . . .	26
	<hr/>
	379
No ranks . . . . .	145
	<hr/>
	524

## APPENDIX F.

## EXAMINATIONS.

I.	History	.	.	.	.	.	433
II.	Science	.	.	.	.	.	32
III.	Fine Arts	.	.	.	.	.	173
IV.	German Literature	.	.	.	.	.	—
V.	French Literature	.	.	.	.	.	5
VI.	English Literature	.	.	.	.	.	393
							<hr/>
							1,036

## APPENDIX G.

Department.	Letters to Students.	Letters from Students.
I. History . . . . .	1,480	1,337
II. Science . . . . .	515	485
III. Fine Arts . . . . .	821	779
IV. German Literature . . . . .	113	107
V. French Literature . . . . .	98	86
VI. English Literature . . . . .	1,638	1,545
		<hr/>
		4,665
		<hr/>
		4,339

The Secretary sent 2,921 (beside 1,387 printed papers) ;  
received 3190.

## APPENDIX H.

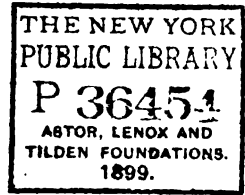
## TREASURER'S ACCOUNT.

Received balance from last year . . . . .	\$2,478 93
Received fees, gifts, interest, etc. . . . .	1,694 02
	<hr/>
	\$4,172 95
Expended . . . . .	1,554 19
	<hr/>
In hand, balance . . . . .	\$2,618 76

**ITEMS OF EXPENSE.**

Postage	.	.	.	.	.	.	\$281 11
Salaries	.	.	.	.	.	.	698 17
Printing	.	.	.	.	.	.	350 53
Stationery	.	.	.	.	.	.	53 64
Messengers, express, etc.	.	.	.	.	.	.	22 10
Library and binding	.	.	.	.	.	.	117 90
Sundries, including purchases for students	.	.	.	.	.	.	30 74
							<hr/>
							\$1,554 19



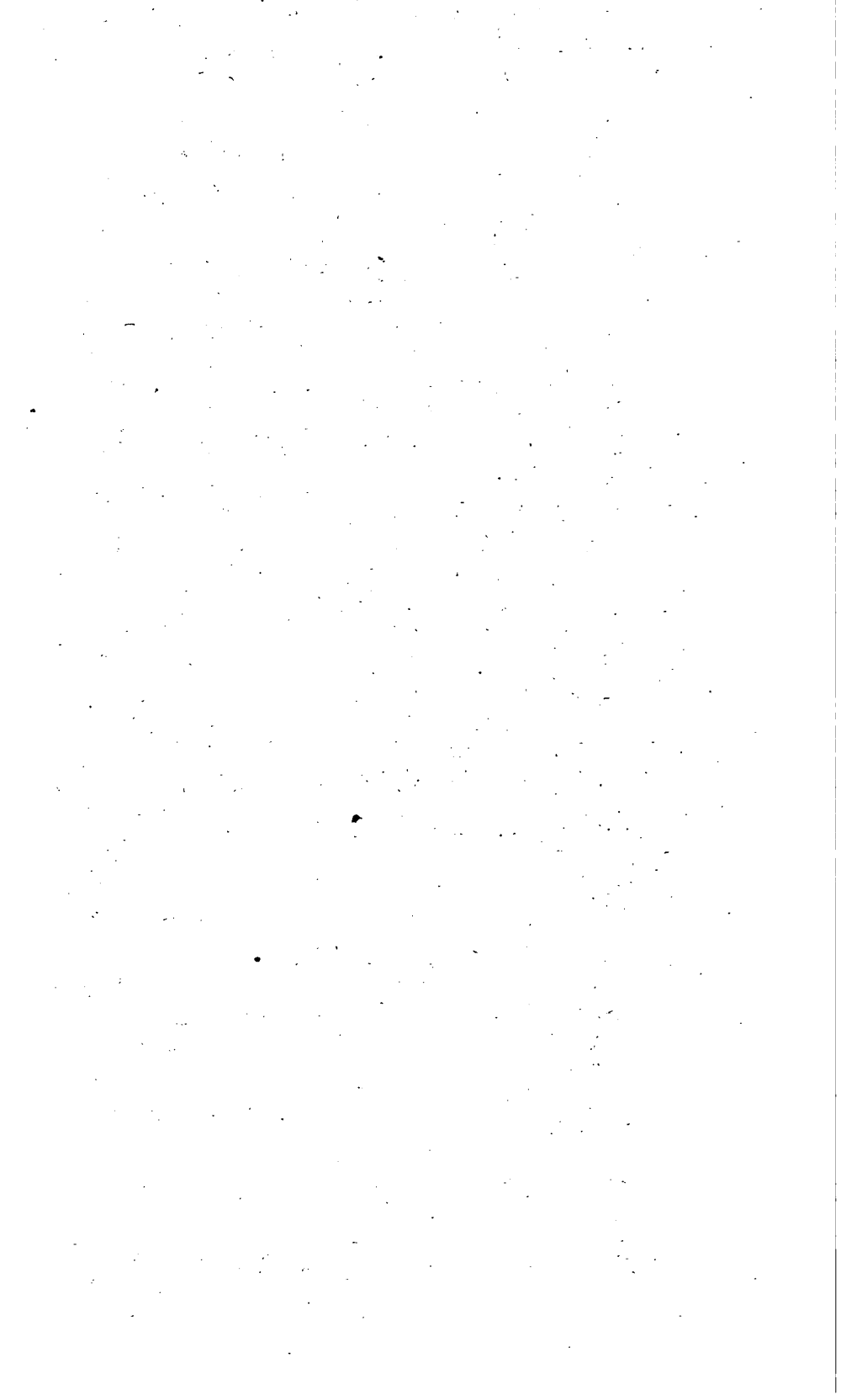


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

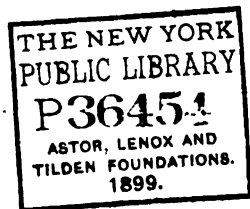
EIGHTEENTH ANNUAL REPORT.

1891.

★ Anna Ticknor Library, Boston.



SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



EIGHTEENTH ANNUAL REPORT.

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ROCKWELL & CHURCHILL.  
1891.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## EIGHTEENTH ANNUAL MEETING.

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The Annual Meeting of the Society occurred on Thursday, June 4th, 1891, at the home of the Secretary, 41 Marlborough Street, Boston.

Sixty-nine members of the Society were present; twenty-two students, and forty-seven members of the Committee and Associate Correspondents; coming from various parts of the country, including Philadelphia, Chicago, San Francisco, and Montreal, Canada.

From eleven until twelve o'clock, the time was given up to social intercourse. At noon twenty-three guests arrived, and Dr. Eliot, the Chairman of the Committee, called for the reading of the Secretary's Report.

## SECRETARY'S REPORT.

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It seems as if the agencies at work and constantly multiplying, for inducing people of all classes, young and old, to read and study, must before long rouse every human being in the land, who can decipher printed words, to devour books with an insatiable appetite. New and gigantic schemes for reaching even children of twelve years old with alluring offers start up, in different parts of the country, and make our modest enterprise seem minute in comparison. Nevertheless we have our own little niche to fill, our own task to perform; and every year we must give account of ourselves, and show whether we have kept up to our standard or fallen below it, or possibly carried it higher.

For the six years last past we have had a uniform following of somewhat over 500 students, an average for that time of 539 yearly.

Many of these are mothers professedly working for and with their children, and we more and more hold before us, as our central thought and purpose, the influence to be exerted on the home. The individual whose studies we guide can and should, by means of these studies, contribute to the happiness and elevation of her home life, leading the other members of her family to perceive the value and sympathize in the results of such study. Looking back to our early documents, we find these words in the Third Annual Report: "Our object is not to lead women out of their homes, but to make them happier and more useful in them;" and in the succeeding reports occur constant references to this aim, held ever in view.

A letter is quoted in one Report, in which a woman says, "I know that it is just as essential to the moral and intellectual welfare of my family that I keep my mind bright, as it is to their physical condition that I make shirts and darn stockings;" and in another occurs this passage: "Mothers join us expressly on account of the young children to whom they wish to make study attractive; and grandmothers have joined us in order to be associated in this interest." Later a student's letter furnishes this extract: "I should think one of the pleasantest indirect influences would be on the parents of the members. My father became interested in the work, and the books I read were a source of great pleasure to him for some time before his death. He was a professional man, not much given to reading outside of his specialty; and the Boston course opened up to him something entirely new."

In another instance a sort of revolution was caused in a family, of which the history only reached us lately. We were joined by the hard-working wife of a farmer, in a remote place, not even very near a village, who had not herself enjoyed the usual advantages of New England schooling in her childhood, and who seemed condemned to eternal drudgery. The case was peculiar, and received exceptional treatment with excellent results, though the connection with us as a regular student lasted only two years, correspondence of a friendly kind with the teacher continuing, however, with marked effect; and it is only lately that we have heard how this woman has lifted her household and herself into another plane of life. She induced her husband to exchange the lonely farm for one nearer a town, where her children could have better education than she had ever had; and she has improved herself so as to take a part in whatever is going on, and to write sensible articles for the local papers.

Two more points will suffice to illustrate our position. We have seen children and parents associated in our work. We now find an elder sister mentioned, in one Report, to whom the duty of taking the younger children to walk had been almost a penance, but who, after studying with us, found these walks becoming delightful explorations, to which all looked forward with pleasure; and, finally, a student says, "The reading has been a great comfort and solace, and my husband and I have been helped over many lonely hours by the books needed for study;" and we hear of other wives reading aloud to their husbands on geological subjects. Thus we feel the statement widely justified which was made by one of our ladies, that on visiting a house in a far-away Western town, she found the life of the whole family — father, mother, uncle, older and younger children — had been influenced for good, and strongly influenced, by the work of one of its members with us. It is indeed justified in detail by many cases scattered all over the country.

But it is time to take up the report of our latest year's work. Five hundred and ten students joined us during the term, 288 being old students and 222 new.<sup>1</sup> Of these forty-one represented clubs, and the aggregate number of club members, amounting to 347, may fairly — deducting, of course, the forty-one representatives — be added to our total. Eight hundred and sixteen would therefore be no exaggerated total of those who professed to work under our direction. Three hundred and fifty-eight of the net total (510) persevered, working four months or more and deserving some rank; 150 taking first rank, 188 taking second rank, twenty taking third or lowest rank. Eighty-nine of these were teachers in schools — seventeen and four-tenths per cent. One hundred and ninety-two ladies formed

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<sup>1</sup> See Appendix A.

the working staff of our instructing correspondents, and two efficient salaried assistants carried on the routine work at headquarters.<sup>1</sup>

The geographical distribution of our students extended, as usual, far and wide over the country; less than half (247) being in New England and New York; more than one-fourth (150) in the Middle States; thirty-nine in the Western and North-western; forty-nine in the Southern and South-western; twenty-one in California; three in Canada; and one in the Sandwich Islands. Thirty-nine States are represented.<sup>2</sup>

The staff of correspondents is also widely scattered, one being in Denver, Colorado; another in St. Paul, Minnesota; others in Wheeling, West Virginia; Louisville, Kentucky; Rockford and Chicago, Illinois; Fremont, Ohio; beside many in New York, Philadelphia, and San Francisco. In fact, the head of our section of Political Economy, being detained in London for the care of a sick friend, has conducted the work of her section, and the individual work of several students, successfully from England.

Our finances are in their usual flourishing condition, the benevolence of our teachers who give their services; the unsought generosity of friends who give us money and many books, photographs, and specimens; the absence of rent, enabling us to keep a balance at our bank which looks like wealth.<sup>3</sup> It may be well here to draw attention to a point often referred to, yet seeming often to continue misunderstood. It is still supposed by some persons, and has been stated in public print within a short time, that we devote ourselves altogether to women and girls who have no means of obtaining advantages in any other way, who live in secluded places and are poor. We joyfully work

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<sup>1</sup> See Appendix C.

<sup>2</sup> See Appendix B.

<sup>3</sup> See Appendix H.

for these, it is quite true; but that we exclude others is not true. We have repeatedly stated our conviction that the rich need us as much as the poor; and, while we can do them good by stimulating them to self-improvement and helping them to rise above hindering environment, they can help us by using their leisure in our behalf, joining our staff and passing on to others what they have received from us. This they gladly do, and every year our ranks of teachers are swelled by such disinterested recruits.

The library has sent out all over the country during the year — June 1, 1890, to June 1, 1891 — 1,145 volumes, and they have been used by 270 students, fifty-five associates, and two reading members.

During the year, ninety-eight volumes have been added; but as, during the same time, ninety-one have been sold — a few of them to students, but the greater part to relieve the shelves of books not wanted — and one seems to be lost, the actual increase is small. We now own 2,367 volumes, under 1,375 titles.

We must now look at the work of the separate departments.

History and English Literature are always twins, although, for some reason now lost in the mists of time, they are placed first and last in our list.<sup>1</sup> We will place them for a moment in their natural relation, to show how closely they run together. History was entered by 179, English Literature by 173. Perseverance in History is represented by 124, and in English Literature by 122. The authorities in the History department dropped seven; in English Literature, eight; and, finally, forty-eight were excused in History and forty-three in English Literature. Two de-

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<sup>1</sup> See Appendices D, E, F.

partments could hardly run more closely together. In the History course it would be impossible without weariness to specify the text-books used, but they include forty-one titles, all of them serious and standard works.

The section of Ancient History had thirty-four students, used seven first-class text-books and twenty-six auxiliaries, including works of Classical Literature. Mediæval History, which has hitherto attracted little interest, had this year only eleven students, and one read eighteen books, which at least showed industry. For this section a new and very complete list has just been prepared, on which appear many new and interesting works; and in preparing this the head of the department has become enthusiastically interested, so that we may hope the students will become so in future.

The section of Modern History had eighty-five entries; thirty-one took first rank, and one student read twenty-seven books. The section of American History, with thirty-six students, has a delightful list of both text-books and auxiliaries.

The section of Political Economy, with thirteen students and three instructors, used Walker's, Mill's, Laughlin's, and Thorold Rogers' general text-books, with Jevon's, Atkinson's, and Taussig's works on special points, and the addition of Booth's "Darkest England," accompanied by Loch's criticism on it.

Forty-two ladies carried on the work of this whole department, and on 407 examinations sent to students the average per cent. was eighty.

Keeping the two great departments still together, English Literature, with its 173 entries, had sixty ladies carrying on the work; they sent, for the whole department, 438 examinations, with an average per cent. of eighty-two. In the

first and second sections, which include the literature down to the time of Queen Anne, the largest number of books read by one student was thirty-seven, and in the third section, including the eighteenth century, exactly the same number appears as read by one student. In the fourth and fifth sections, covering the literature, both English and American, of the nineteenth century, a great variety of reading is included, and the average of percentages on examinations, rising to eighty-five and ninety, indicates thorough work.

In the sixth section, for the study of Shakespeare, in which the work is not only thorough but almost severe, seven plays have been taken up, with sixteen works used as commentary and illustration. Copies of two of Shakespeare's plays, in Furness' edition, have been given to two students, carefully selected for diligence and ability. There were twenty-three students in this section. The section of Logic and Rhetoric was entered by nineteen, of whom eleven persevered, and they used eleven text-books with eleven illustrative works.

The Science Course, with its four sections and fifty-three students and forty-nine teachers, reports much serious work. The largest section was that of Botany, which seems to have awakened in its twenty-six students, at least in the nineteen who persevered, a very lively interest. Three good essays came in from this section, two of which were somewhat too technical and scientific, as well as too long, to be read to-day, but which deserve and receive high praise from competent judges. One student in Entomology, twelve in Geology and Mineralogy, and three in Sanitary Science represent other sections; and Mathematics were taken up by ten, who used three text-books in Geometry, two in Astronomy, and two in

Arithmetic and Algebra. Sanitary Science, including Domestic Economy, is advancing in general interest; and the books we use — "Home Sanitation," Waring's "How to Drain a House," Gerhardt's "House Drainage," Billings' "Heating and Ventilation," Plunkett's "Women, Plumbers, and Doctors," Abel's "Sanitary Cooking," Church's "Food," and Yeo's "Food" — really form a good little library.

The Art Course, which is usually the twin of the Science Course, this time runs ahead, having 122 students entered, of whom seventy-nine persevered four months or more, and of these nearly two-thirds took first rank, only six were dropped, and only five consigned to the lowest rank; and the head of the department is proud of the fact that in marking for examinations there is a total average of eighty-nine and one-half per cent. The character of the books read is high, Lübke being the text-book of Ancient Art, Von Reber for the second section, and for the third Symond, Kugler, and Heaton. The Travelling section uses Hare, Stanley, and Bonney, and the Music section Henderson, Hullah, Grove, etc. For section one the auxiliaries are innumerable, ten or more for Egypt alone. The whole course is full of interest and entertainment, and includes occasional specialties, as we always have one or two students reading on Architecture.

The fourth department, German, had twelve students, of whom three corresponded in German. Nine persevered, using five text-books of literary history; and the lightest auxiliary work which any of them read was Freytag's "Pictures of the Past," "Bilder aus der Deutschen Ver-

ganzenheit," by no means a frivolous book. Four out of nine persevering students took first rank.

In the French department twenty were entered and sixteen persevered, seven of them taking first rank. Eleven corresponded in French. The reading included five works on the history of France and its literature, with more than thirty illustrative works, ranging from the *Chanson de Roland*, Joinville, and Froissart to Victor Hugo and Sainte Beuve. This is a very good showing for a foreign literature, and the most advanced students give proof of a positive interest.

The intellectual life of California, as seen from our point of view, has developed wonderfully during the fifteen years of our experience there; and we now have a large staff engaged in our work on that coast, of which we may well be proud, consisting as it does of cultivated and sensible women who take their place among us earnestly and kindly. The number of students is not large, but compares well with those of other parts of the country.

Our mail, which is always a matter of interest, brought in for the ladies of the departments 3,818 letters; and they, in their turn, sent to the students 4,149. The Secretary received 2,776, and sent 4,011 first-class, 1,279 third-class answers. Thus we have a total of 16,033 pieces.<sup>1</sup>

Among the letters received are some not unlike the old ones quoted awhile ago, and it is pleasant to see that the same tone prevails and the same incidents are repeated.

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<sup>1</sup> See Appendix G.

For instance, one writes: "It would be such a comfort if I could make you know what an oasis in my life your letters and the books make. I live, to be sure, in a village famed for its fine air, but one cannot live even on fine air alone." And another: "Your kindness and interest in my work have made it seem as if I were working with a true friend, instead of some one I have never seen." A woman living in a secluded place, who had much wished for some one to talk with about her studies, writes one day: "It was a pleasure to me that my seven-year-old son was interested in the last book you sent, and I read most of it to him. Of course, I enjoyed even the youthful sharer of my pleasure, and I hope to cultivate in him a taste for good books." A student in American history makes this quaint remark: "The work this month has grouped much that was floating indefinitely in my mind, and I feel as if I had been putting an old puzzle at last successfully together." One of our associates writes of a student in California: "I am really taking much pleasure in noting the progress of this pupil. It is a genuine case of enthusiastic desire for improvement, gratifying itself in the only way consistent with a bread-winner's occupation."

One student writes: "The amount of reading accomplished during the year has been little, yet the impulse to study has been quickened, and the longing to know more in this department of entomology will result in some knowledge, I am sure. Then Caroline has learned to keep her little brown eyes wide open, and it is gratifying to watch her interest." Caroline seems to be quite a naturalist, for a child of five.

Another says: "My little beginning has been a well of joy to our whole little family. An excursion to the lake to search for yellow jasper and crinoids is the greatest delight for the children;" and again: "Your kind letter makes me feel keenly that your very friendly interest deserves

more effort on my part. A friend of mine often says she has no interest in geology — she likes something more human; but I, on the other hand, with just this little I have learned, find so much of the divine that I marvel more and more, as I find so many little hints of the laws framed by Supreme Intelligence. Surely we find His Hand in all.”

We have had enough to do with the children for the present, and we will turn for a moment to speak of the pride we feel in an earnest, diligent student, seeming to enjoy her work with us, who is seventy-six years old. She is surely taking a wise method of keeping her mind fresh and her old age happy; and we trust she may long go on with us, with pleasure for both parties to the contract.

We have the pleasure to-day of welcoming one of our associates from California, and others from distant places, such as Chicago and Montreal.

We also have the honor to-day of seeing among us again, after a long interval during which he has been unable to give us this pleasure, a distinguished friend, who has always shown a kind and cordial interest in our Society, — Dr. Oliver Wendell Holmes, — and we hope we may so conduct ourselves that we may keep his sympathy, and welcome him again many times.

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After the reading of the Report, three essays by students were read. One, representing the Art Course, was by Miss Elizabeth C. Gilman, of Baltimore, Maryland. Another, called “Miracles of Spring,” by Miss Olive E. Pettit, of Jackson, Michigan, represented the Botany section of the Science department. The third, called “What Americans owe to the Elizabethan Age,” was by Mrs. Ella W. Custer, of Chicago, studying in the English Literature Department.

The reading of the essays was followed by a short address from Mrs. Robert H. Richards, head of the Science department of the Society, on the development of the home and the contributions now making to that development, through the higher education of women and the application of science to domestic economy. Dr. Henry P. Walcott, of the State Board of Health, took up the theme, treating it from the hygienic point of view — showing the great value of training for women in combating the host of preventable diseases which make such havoc among children and young people, and the most efficient resistance to which can be made in the home, by the untiring watchfulness of intelligent women.

Dr. Eliot closed the meeting by remarks in which he gathered up the threads of what had been read and said, and added inspiration for the future, drawn from the successes of the past.

PASSAGES FROM REPORTS FOR 1881 AND 1883. — HISTORY  
AND METHODS OF THE SOCIETY.

In June, 1873, some papers of an English society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English secretary added very little to the interest already excited. . . .

Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons, as all are liable to the consciousness of deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at headquarters at the end of each year, for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition, and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons who entered as students during the first term.

This committee was formed with only two points of method settled: namely, that there *should* be a regular correspondence, and that there *should not* be competitive

examinations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The readers must make notes;" to which another answered, "That is useless, for as soon as a fact is written down it is discharged from the memory and forgotten." "Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years, and we now rely upon frequent examinations — on books or portions of subjects — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are twenty-nine for selection, included in six departments, with section and sub-section, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, *viz.*, How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the head of the department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the head of the department in the selection of the correspondent.

No further direct communication takes place between the Secretary and the student — extraordinaries excepted; but every month a formal report is received at headquarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the head of department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode

of work. The first book to be used is, if she desires it, sent to her from our lending library, and she begins to read, with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract or to answer examination questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties, all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order and a family judiciously fed, so that, when called on to oversee or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

Number of New Students . . . . .	222
Number of Old Students . . . . .	288
	<hr/>
	510

## STUDENTS REJOINED.

For a 2d Term . . . . .	107
“ 3d “ . . . . .	58
“ 4th “ . . . . .	47
“ 5th “ . . . . .	24
“ 6th “ . . . . .	15
“ 7th “ . . . . .	7
“ 8th “ . . . . .	7
“ 9th “ . . . . .	5
“ 10th “ . . . . .	9
“ 11th “ . . . . .	3
“ 12th “ . . . . .	2
“ 13th “ . . . . .	1
“ 14th “ . . . . .	2
“ 16th “ . . . . .	1
	<hr/>
	288

## APPENDIX B.

## GEOGRAPHICAL.

Massachusetts . . . . .	105
New York . . . . .	74
New England (Me. ; N.H. ; Vt. ; R.I. ; Conn.) . .	68
Middle (Pa. ; Del. ; N.J. ; Md. ; Va. ; W. Va. ; D.C.)	98
	<hr/>
<i>Carried forward</i> . . . . .	345

<i>Brought forward</i> . . . . .	345
Middle Western (O. ; Ind. ; Ill. ; Ia. ; Kan.) . . .	52
North-western (Mon. ; N. Dak. ; S. Dak. ; Minn. ; Wis. ; Mich.) . . . . .	32
South-western (Mo. ; Ky. ; Tenn. ; Ark.) . . .	20
Western (Colo. ; Utah) . . . . .	7
Southern (N.C. ; S.C. ; Ga. ; Fla. ; Ala. ; Miss. ; Tex.) . . . . .	29
Pacific (California) . . . . .	21
Canada . . . . .	3
Sandwich Islands . . . . .	1
	<hr/>
	510

## APPENDIX C.

## DIVISIONS OF THE STAFF.

I. History . . . . .	42
II. Science . . . . .	49
III. Fine Arts . . . . .	28
IV. German Literature . . . . .	2
V. French Literature . . . . .	10
VI. English Literature . . . . .	60
	<hr/>
	191
Connected with two courses . . . . .	7
	<hr/>
Working Staff . . . . .	184
Heads of Departments . . . . .	6
Secretary, Treasurer, Librarian . . . . .	2
Assistant Secretaries, Assistant Librarians . . . .	4
	<hr/>
	196

## APPENDIX D.

## STUDENTS.

Department.	Entered.	Pers- vered.	Dropped.	Ex- cused.
I. History . . .	179	124	7	48
II. Science . . .	58	35	1	17
III. Fine Arts . . .	122	79	6	37
IV. German Literature . . .	12	9	0	3
V. French Literature . . .	20	16	0	4
VI. English Literature . . .	173	122	8	43
	<hr/> 559	<hr/> 385	<hr/> 22	<hr/> 152

Taking two courses, 39.

## TAKING TWO SECTIONS.

I. History . . . . .	1
II. Science . . . . .	2
III. Fine Arts . . . . .	2
VI. English Literature . . . . .	5
	<hr/>
	10

Forty-one represent clubs. Eighty-nine are teachers.

## APPENDIX E.

Department.	Rank I.	Rank II.	Rank III.	Totals.
I. History . . . . .	53	61	10	= 124
II. Science . . . . .	6	29	0	= 35
III. Fine Arts . . . . .	47	27	5	= 79
IV. German Literature . . . . .	4	2	3	= 9
V. French Literature . . . . .	7	7	2	= 16
VI. English Literature . . . . .	40	76	6	= 122
	<hr/> 157	<hr/> 202	<hr/> 26	<hr/> 385

## Ranks after eliminating double courses and sections.

Rank I.	.	.	.	.	.	.	.	.	150
Rank II.	.	.	.	.	.	.	.	.	188
Rank III.	.	.	.	.	.	.	.	.	20
									<hr/>
									358
No ranks	.	.	.	.	.	.	.	.	152
									<hr/>
									510

## APPENDIX F.

## EXAMINATIONS.

I.	History	.	.	.	.	.	.	.	407
II.	Science	.	.	.	.	.	.	.	7
III.	Fine Arts	.	.	.	.	.	.	.	211
IV.	German Literature	.	.	.	.	.	.	.	0
V.	French Literature	.	.	.	.	.	.	.	6
VI.	English Literature	.	.	.	.	.	.	.	438
									<hr/>
									1,069

## APPENDIX G.

	Department.	Letters to Students.	Letters from Students.
I.	History	976	844
II.	Science	445	410
III.	Fine Arts	881	781
IV.	German Literature	72	66
V.	French Literature	148	138
VI.	English Literature	1,627	1,579
		<hr/>	<hr/>
		4,149	3,818

The Secretary sent 4,011 and 1,279 third-class matter ;  
received 2,776.

## APPENDIX H.

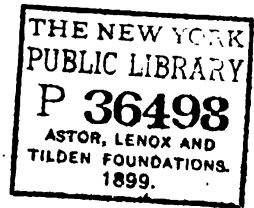
## TREASURER'S ACCOUNT.

Received balance from last year . . .	\$2,618 76
Received fees, gifts, interest, etc. . .	1,589 41
	<hr/>
	\$4,208 17
Expended . . . . .	1,527 75
	<hr/>
In hand, balance . . . . .	\$2,680 42

## ITEMS OF EXPENSE.

Postage . . . . .	\$301 91
Salaries . . . . .	718 50
Printing . . . . .	227 05
Stationery . . . . .	70 97
Messengers, express, etc. . . . .	24 10
Library . . . . .	155 92
Sundries, including purchases for students . . . . .	29 30
	<hr/>
	\$1,527 75



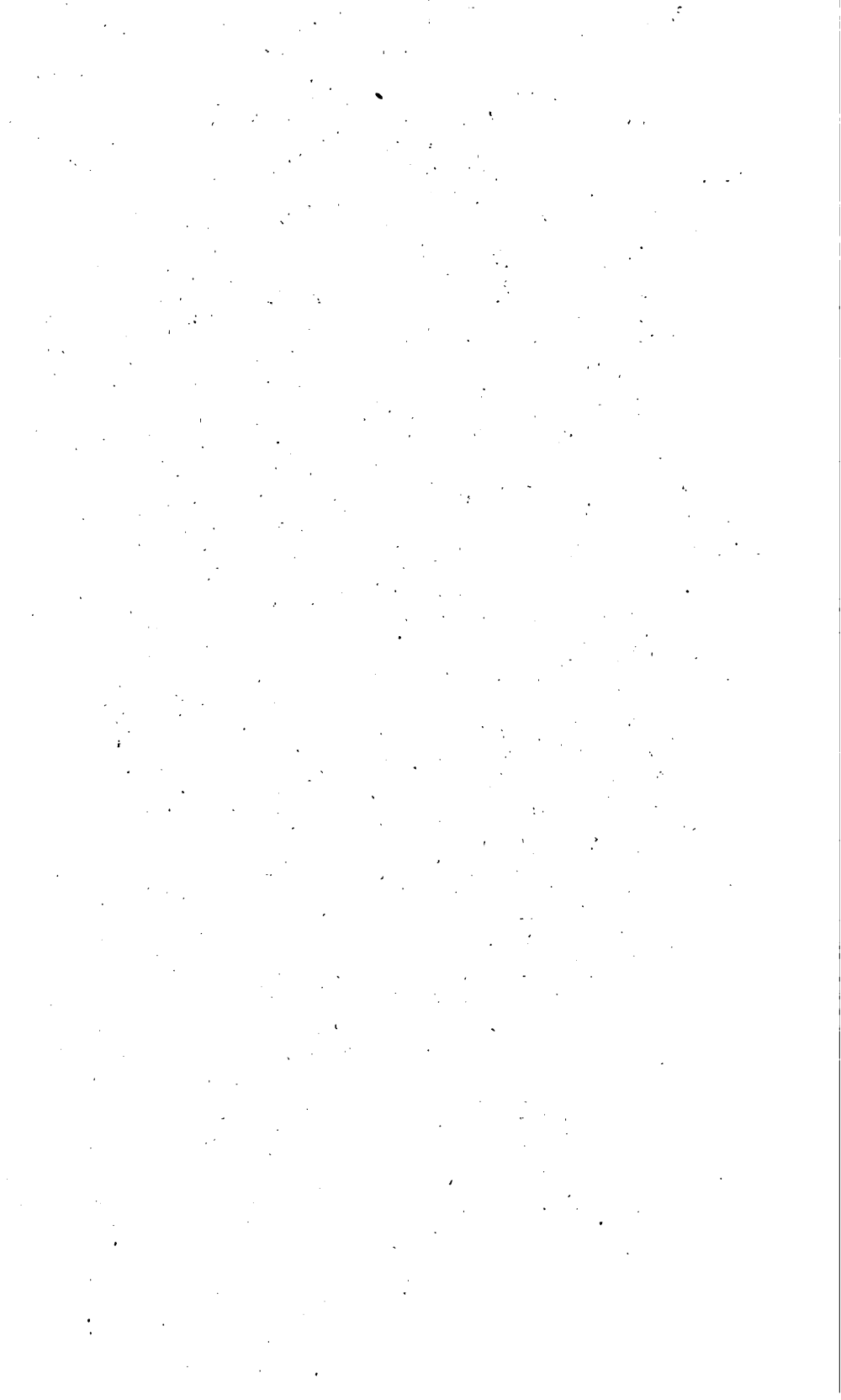


SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

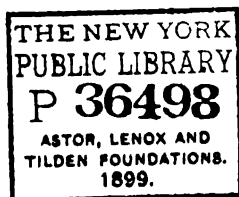
NINETEENTH ANNUAL REPORT.

1892.

☆ Anna Ticknor Library, Boston.



SOCIETY TO ENCOURAGE STUDIES AT  
HOME.



NINETEENTH ANNUAL REPORT.

ROCKWELL & CHURCHILL.  
1892.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## NINETEENTH ANNUAL MEETING.

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On Thursday, June 2, 1892, the Society held its Nineteenth Annual Meeting, at the house of the Secretary, 41 Marlborough street, Boston.

Seventy-eight members of the Society, — students, members of committees and associates, — assembled between eleven and twelve o'clock, having an opportunity to make each other's personal acquaintance, many of them having communicated hitherto only by letter.

At twelve o'clock a few guests arrived, and Dr. Samuel Eliot, the chairman of the general committee, opened the meeting, calling first for the Secretary's report.

## SECRETARY'S REPORT.

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Looking back over the work of the past year we cannot help feeling the same kind of satisfaction, the same conviction of good work accomplished, which have been our support and encouragement in other years.

The steady enthusiasm still sustained during our nineteenth term, by proofs of success sufficient to make us look forward with unhesitating purpose, as well as backward with content, — this is surely a pleasant record.

When the head of one of our History Courses, who was asked to fill that place, naturally, because she was known to be already well posted in her topic, says, at the end of the term, "I dare say I have learned more about the subject than any of the students," then we feel justified in counting all connected with the Society in one sum total, as an army includes officers and men. We, therefore, add to our 471 enrolled students the 193 women engaged in carrying on the work;<sup>1</sup> and say that we have had 664 profiting more or less by our methods.

Another source of satisfaction is in the proof we have that our organization is well established, inasmuch as resignations and new appointments, of Heads of Departments and Sections, cause no confusion; nor is there any trouble when substitutes take charge of such divisions, during the absence or illness of the Heads: nor from Sections continuing under the direction of Heads three thousand miles off.

The entire staff of one of our departments, that is the Head and the Heads of Sections, were changed during this

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<sup>1</sup> See Appendix C.

term without friction. No disturbance came from the temporary disability of the Secretary on whom much work fell in days gone by, but who can apparently now be dispensed with for a time, so much has her place been made good by the efficiency of others. All these things show that we have a good organization, well in hand.

The balance between old and new students always interests us; for a predominance of old names reëntered inclines us to feel that we are not getting enough fresh blood among us; yet, when the new predominate, it looks as if we had not awakened interest enough to induce perseverance. This year we have 241 old and 230 new, a very good proportion.<sup>1</sup>

We always watch, also, the number of teachers who come in as students—this year 60; and the number of clubs, of which we have had this winter 39, adding, probably, 390 to the total just announced, as the members of these clubs have to study their subjects with some thoroughness, and are profiting by our methods and correspondence.

Next come scholarships, under which students are admitted without any expense, except postage on their letters and on books they return. Of these there have been 12, many of their holders being invalids, who joined us on the recommendation of the Secretary of the Shut-In Society. For these last we select special correspondents, the conditions requiring, even more than in ordinary cases, a ready sympathy, and willingness to adapt the work minutely to the needs of the individuals. Such devotion as we know to be given is not infrequently rewarded by distinctly good effects on the physical, as well as on the mental and moral state of the invalid, and we greatly rejoice in these results.

Those of our students who have leisure and are well provided with this world's goods, give us a gratification all their own, for it is a pleasure to see them devoting a part

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<sup>1</sup> See Appendix A.

of their time not merely to study, but to study which has to be done at home. The gay world is not the only disturber of the balance in women's lives, and the habit of homestayng is interfered with by many seeming duties, — charities, friendlinesses, and even by studies carried on in company, in classes, by lectures, etc., — till home seems the last place for spending one's time or finding one's pleasures; and a restlessness becomes habitual which has sad results. So we like to steal an hour from these laudable frivolities, and pin our students to their homes. Then, as is well known, we seek for helpers among these students who have leisure. Even if one says "I mean to go on all my life studying with you, but you will never persuade me to take the responsibility of teaching anybody;" yet, on the whole, we find a ready response to our appeals, and often an assurance that the request meets a previous desire to pass on the good already received.

It is an old story with us that History and English Literature are the most popular subjects; and that Art and Science march close behind them. This year the numbers are as follows: History, 155, English Literature, 171, Science, 53, Art, 121, German, 16, French, 13.<sup>1</sup>

Among these, American History, Modern Art and Botany have drawn forth much enthusiasm.

The causes for attachment to American History are not far to seek; though, hitherto, the character of the works on the subject has not been such as to tempt readers. The text-books and the methods used in schools, also fail to make our own History attractive, and we ourselves found the means of rendering it alluring very meagre at first. Every year adds, however, to the resources of this sort, and we follow the same policy in this course as in others, using an abundance of such books as appeal to the mind of the general reader, taking fiction and poetry as our

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<sup>1</sup> Appendix D.

allies in stimulating imagination, and avoiding as much as possible the dry routine of school books.

In the arts of painting, sculpture and architecture there is much seeking for knowledge, because every one hopes first to go to Europe and see what *has been* done, and then to exercise a conscious, perhaps a guiding, influence on what *is to be done at home*.

In Music the call is almost entirely for a chance to study the Theory on our system, that is, looking rather to the study of great works than to attempts at original composition. The present state of the art of music in America seems naturally to call for this development of its study, since, as in other forms of culture and in all countries, the listeners far exceed the number of those having gifts for original work or opportunities for advanced study; while here, especially, these innumerable listeners are full of eagerness to understand, to feel themselves equal to the foremost in powers of appreciation.

Botany has its own charms, of course, and with our invalids it serves a delightful purpose, while teachers make it their coadjutor in object-lessons for children. Here is a picture of its value in a little private school, or class, of eight or ten pupils in a southern state, kept in the teacher's own room, for want of means to get better accommodations.

She says "One of my little girls brought me in a wild flower Thursday morning. I took the Botany and we both looked for a picture of the flower. We found one that looked very much like it, and which showed the roots as well as the other parts. I asked her to bring some roots the next day, and we compared again; and sure enough our flower was Rue Anemone. The child noticed the little fibres to the roots were like the picture. She was much interested; and the others, coming in, were enlisted, and wanted me to show them pictures like flowers they would

bring." She adds "I go to see my mother every day, and I tell her about the children. A little colored girl living with her hears me, and she brought vividly to my mind how your teaching *me* widens out to many others; for when I remarked to my mother that my children told every new thing they learned at home, the girl said 'And I teach it to the *hands*,'—the colored people in the 'quarters.'"

While we cull here and there the prominent subjects, we must notice our course in Political Economy, which certainly deserves special mention, if not for its numbers at least for the solid work it has done, and the wise direction it takes in leading towards practical philanthropy and social ethics, as well as to a comprehension of public questions.

The character of the books we use has been often referred to in our reports. New lists, including whatever is published that is suitable to our purpose, are constantly in preparation, two new ones in English Literature having been recently completed; and two in the History Department, as well as some in the Fine Arts, being now on the *tapis* to be ready for use next winter. Thus we are ever seeking new fields and new seed to bring forth our harvest, but we learn to wait for results. The work of this year only really tells many years hence. We are now seeing the fruit of the years that are gone; not only in the fact that our best teachers, those who help others best, are those who have themselves received our help; but in the development of the women themselves, as we follow them in their later lives.

All over the country we know of past students of ours, who, having received their first impetus from us, are now working in Colleges, Schools, Clubs, and as writers, stirring the waters around them. One, who has as yet had no training but from us, is doing excellent original work in

Botany, and will probably continue to study and make a success of her career. Writing lately to one of us she says: "I cannot close without acknowledging my personal indebtedness to the Society. A short time ago a letter (from a source which added weight to its words) was forwarded to me, expressing, in no measured terms, approval of some work which I should never have undertaken had it not been for the Society."

A programme reached us lately, setting forth the plans of a great meeting of Literary Clubs. It was sent by a former student who has continued her intellectual life in a town in the Mississippi valley, — becoming an active member of a Platonist Society of which many members use Greek works in the original, — and who was a delegate to the meeting of which the programme treated.

The History Department, with its 155 students and its 46 teachers, has been very efficient this term.<sup>1</sup> The new arrangement of periods — made to remove the delusion that we considered it necessary for every one to begin with Ancient History — has worked well, in the four years since it was adopted. The books used are legion, appearing in the Department reports to the number of more than 157 — 43 text-books and more than 104 auxiliaries. In consequence of his interest in the work of our American section, a youth organized a class for the study of our National History; and, starting on ideas gained from us, he put it on such original lines, making the members *think* instead of cramming facts, that they were quite dazzled by the results; and our informant says "They do not know it, but they are all S. H's."

In Science, with 53 students and 37 correspondents, a detailed report might seem very prosaic, — so many flowering plants studied, — so many minerals examined, — so many books on Geology read, — so many problems in

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<sup>1</sup> Appendix D.

Algebra and Geometry solved; — but it is enough to say that all the students this year have seemed to be earnest, and making the most of the time they can give from care of invalids and other home duties.

All through the Society, as in the world at large this winter, illness has been terribly prevalent and a hindrance to work as well as to pleasure. Indeed, some of our students have gone through terrible experiences. "The months of January and February," one writes, "were the saddest days I ever knew. We were all sick at one time [the Grippe] with no one to take care for our comfort. The towns around us were so full of the same trouble that the physicians were all worn out, and we could not get one. Our creatures were suffering for want of care, too."

Another says: "My mother is an invalid from a stroke of paralysis; I have had a valvular affection of the heart; my father is a man with a delicate stomach. The care of the house devolves on me, and the one question of great importance at present is proper food. If you can help me in this line I shall be gratified. I think one important thing for a woman is to make her home healthy as well as beautiful; and to know how to take care of herself physically, and this is what I want to do."

After a winter's correspondence and study of many books and papers, she writes, in May, "You have helped me so much; but I feel I have only made a beginning. I do not want to stop."

The "Health" pamphlet, which we send to every student, has been of great and growing assistance; and an order from Brisbane, Australia, for several copies, to be circulated by one of our old students, was accompanied by other proofs of an inspiration, drawn from us, to work for the better education of women in that distant continent.

A student in our Sanitary Science section, who hoped to secure the organization of clubs for this study in Chicago,

has done much in awakening interest and paving the way for work hereafter. The mere organization and printing of rules which has been accomplished is a gain. This our student is connected with the "Woman's Branch of the World's Congress Auxiliary," which forms Committees on Municipal Order, on Household Economics, etc., and these send out addresses to the women of the country, and propose to take part in the Congresses to be held during the Columbian Exposition. These Committees also form Home Science Clubs, and send to members questions on the Sanitary conditions of their neighborhoods, of the most searching kind.

The Head of the Science Department prophesies that, when we shall, next year, celebrate our 20th anniversary, we shall see the question of women's status in this relation to healthy, happy and beautiful homes, in a far more advanced state than any of us dreamed twenty years ago.

The Department of Fine Arts had 121 students and 30 ladies conducting its work: 79 were studying the history and criticism of Sculpture, Painting and Architecture in the usual way, with divergencies into National History and Literature, and with use of our 60 volumes of Photos and Prints; 23 were wandering on our Imaginary Journeys, one of them corresponding with one of our ladies who lives in Italy; 15 studied Music, nearly all pursuing Theory; and 4 confined their studies to Architecture.

In this department 120 titles appear for books used, 41 Text-books, and 79 Auxiliaries. One Club, taking the Imaginary Journeys, devoted the winter to a chronological study of Rome—Ancient, early Christian, Mediæval, Renaissance, and Modern—discussing more than 70 subjects, and preparing 14 written papers.

German and French Literature have the smallest number of students habitually; this year 16 and 13 respec-

tively. Six persons carried on the correspondence in German and 5 in French. Some of those who studied the History of German Literature were engaged in a course to last three years. In the French Department, which includes the History of France as well as of its Literature, we find 6 text-books in French used, and 23 French Auxiliaries.

The last Department, according to our tables, that of English Literature, which had 171 students entered, and 59 ladies at work in its correspondence, is naturally a very important one, and has far-reaching effects. It includes a very carefully-prepared system of Shakespeare study, by which its students learn what scholarly work is; and it instructs also in Rhetoric and Logic.

Here we find the work going on which refines the taste and leads to more discrimination in choice of reading, to better habits even in light reading and in the enjoyment of fiction. Each of our subjects of study is fundamental, or else develops special faculties of the mind; but, for all English-speaking people, the paramount importance of learning what is best worth reading, and what are the merits of individual authors or particular works, cannot be denied.

Our Library is an important auxiliary in our work. It now contains 2,456 volumes. These are differentiated under 1,425 Titles. Many works are duplicated, some several times, so that the number of accessions is 1,857. During the year just ended 1,152 volumes have been circulated for the use of 288 students all over the country, and of 55 of the ladies carrying on our work. Of course many get their books from local libraries, or buy what they need.

Geographically, we have 39 states represented, beside scattered members in Canada, Japan, and the Sandwich Islands.<sup>1</sup>

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<sup>1</sup> Appendix B.

Some of our friends from distant places are here to-day, to cheer us by the assurance that they are not myths, but real live mortals, who can take some trouble and fatigue to meet with us. We had hopes of one from California, who should tell us more of the good work we know has been done there. The two Pacific states, California and Washington, give us nearly as many as seven southern states, 20 for 22; yet we feel that the south also is doing well. Looking at proportions we find that Massachusetts gives us 105; the other New England States and New York 120; Middle and West 142; West and Northwest 45; South and Southwest 34; Pacific 20; Canada and scattering 5.

Only one or two facts remain to be accounted for. Among our old students twelve have been with us more than ten years. For one this last term was her 17th.<sup>1</sup> Beside these we have many among our teachers who could give us similar figures. One is still among our valued helpers who began as a student with us in our first year, and never left us but for a single term.

Mail and money are last to be reported on. As to money we are well off, and do not hesitate to spend on books, salaries, and apparatus whatever it is wise and right to spend.<sup>2</sup>

The whole number of letters received by correspondents from students was 3,924, and sent to students 4,352; while at head-quarters the secretary and her assistants received 2,735 and sent 3,995, beside third-class matter, books, reports, lists, etc. Total 6,659 received and 8,347 sent. Circulars are never sent as advertisements; and it is the same with reports, but all students are provided with them.<sup>3</sup>

In conclusion, a word must not be withheld in honor of the disinterested kindness of our ladies who lend their

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<sup>1</sup> Appendix A.

<sup>2</sup> Appendix H.

<sup>3</sup> Appendix G.

own books, and minister in other ways to the needs of their students out of pure sympathy, cheering and aiding them by deeds that become known only to a few. If mutual helpfulness be the New Gospel — and surely it is the outcome of the Old Gospel — then our band of workers in S. H. has been living up to it for nineteen years without giving it a name.

After the reading of the Annual Report an Essay, called "A Letter from a Colonial Gentlewoman," written by Mrs. A. M. Seddon, of Richmond, Virginia, was read by the Secretary, in the absence of the author.

The chairman then introduced Mr. William F. Apthorp, who addressed the students, on the subject which appears in the list of the studies in the Fine Arts Department as Musical Theory; and, regarding the study of Counterpoint as needed only by professional musicians, he urged the importance of the most thorough and accurate study of Harmony, if it is to be made available for any advance in musical knowledge.

Dr. Eliot then closed the meeting with a few appropriate remarks.

## APPENDIX A.

Number of new students	.	.	.	.	.	230
Number of old students	.	.	.	.	.	241
						<hr/>
						471

## STUDENTS REJOINED.

For a 2d term	.	.	.	.	.	.	83
" 3d "	.	.	.	.	.	.	56
" 4th "	.	.	.	.	.	.	24
" 5th "	.	.	.	.	.	.	21
" 6th "	.	.	.	.	.	.	23
" 7th "	.	.	.	.	.	.	6
" 8th "	.	.	.	.	.	.	7
" 9th "	.	.	.	.	.	.	4
" 10th "	.	.	.	.	.	.	5
" 11th "	.	.	.	.	.	.	4
" 12th "	.	.	.	.	.	.	3
" 13th "	.	.	.	.	.	.	1
" 14th "	.	.	.	.	.	.	1
" 15th "	.	.	.	.	.	.	2
" 17th "	.	.	.	.	.	.	1
							<hr/>
							241

## APPENDIX B.

## GEOGRAPHICAL.

Massachusetts . . . . .	105
New York . . . . .	57
New England (Me., N.H., Vt., R.I., Conn.) . . . . .	63
Middle (Pa., Del., N.J., Ind., Va., W. Va., D.C.) . . . . .	90
Middle-Western (O., Ind., Ill., Ia., Kan., Neb.) . . . . .	52
North-Western (N. Dak., S. Dak., Minn., Wis., Mich.) . . . . .	38
South-Western (Mo., Ky.) . . . . .	12
Western (Colo., Utah, Ariz.) . . . . .	7
Southern (N.C., S.C., Ga., Fla., Ala., La., Tex.) . . . . .	22
Pacific (Cal., Wash.) . . . . .	20
Canada . . . . .	2
Sandwich Islands . . . . .	1
Japan . . . . .	1
Belgium . . . . .	1

## APPENDIX C.

## DIVISIONS OF THE STAFF.

I. History . . . . .	46
II. Science . . . . .	46
III. Fine Arts . . . . .	30
IV. German Literature . . . . .	4
V. French Literature . . . . .	8
VI. English Literature . . . . .	59
	<hr/>
	193
Connected with two courses . . . . .	8
	<hr/>
Working Staff . . . . .	185
Heads of Departments . . . . .	6
Secretary, Librarian . . . . .	2
	<hr/>
	193

Treasurer, Ass't Secretaries, and Ass't Librarians, 5, are  
salaried or hold other places on the staff.

## APPENDIX D.

## STUDENTS.

DEPARTMENT.	Entered.	Persevered.	Dropped.	Excused.
I. History . .	155	114	2	39
II. Science . .	53	37	—	16
III. Fine Arts . .	121	87	3	31
IV. Ger. Literature .	16	13	—	3
V. French Literature	13	7	1	5
VI. Eng. Literature .	171	135	1	35
	529	393	7	129

· Taking two courses, 40 ; three courses, 1.

Taking two sections.

I. History . . . . .	3
II. Science . . . . .	3
III. Fine Arts . . . . .	3
VI. English Literature . . . . .	7
	—
	16

60 are teachers ; 39 represent clubs.

## APPENDIX E.

DEPARTMENT.	Rank 1.	Rank 2.	Rank 3.	Totals.
I. History . . .	52	54	8	114
II. Science . . .	12	24	1	37
III. Fine Arts . . .	38	45	4	87
IV. Ger. Literature .	4	8	1	13
V. French Literature	3	4	0	7
VI. Eng. Literature .	55	71	9	135
	164	206	23	393

Ranks after eliminating double courses and sections.

Rank 1 . . . . .	150
Rank 2 . . . . .	182
Rank 3 . . . . .	18
	350
No ranks . . . . .	121
	471

## APPENDIX F.

## EXAMINATIONS.

I. History . . . . .	310
II. Science . . . . .	31
III. Fine Arts . . . . .	218
IV. German Literature . . . . .	—
V. French Literature . . . . .	4
VI. English Literature . . . . .	399
	992

## APPENDIX G.

Department.	Letters to Students.	Letters from Students.
I. History . . . .	969	931
II. Science . . . .	461	424
III. Fine Arts . . . .	931	821
IV. German Literature . .	133	127
V. French Literature . .	78	74
VI. English Literature . .	1,780	1,547
	<u>4,352</u>	<u>3,924</u>

The Secretary sent 3,995, beside third-class matter, and received 2,735.

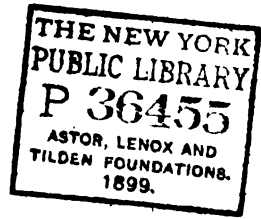
## APPENDIX H.

## TREASURER'S ACCOUNT.

Received balance from last year . . . .	\$2,680 42
Received fees, gifts, interest, etc. . . .	1,447 32
	<u>\$4,127 74</u>
Expended . . . . .	1,555 00
	<u>\$2,572 74</u>
In hand, balance . . . .	

## ITEMS OF EXPENSE.

Postage . . . . .	\$261 22
Salaries . . . . .	739 15
Printing . . . . .	277 51
Stationery . . . . .	89 40
Messenger, express, etc. . . . .	31 20
Library . . . . .	132 62
Sundries, including purchases for students . .	23 90
	<u>\$1,555 00</u>



SOCIETY TO ENCOURAGE STUDIES AT  
HOME.

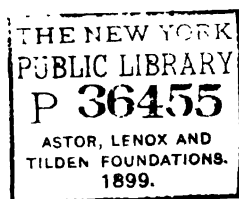
TWENTIETH ANNUAL REPORT.

1893.

★ Anna Ticknor Library, Boston.



SOCIETY TO ENCOURAGE STUDIES AT  
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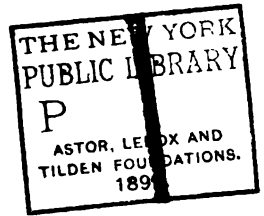


TWENTIETH ANNUAL REPORT.

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ROCKWELL AND CHURCHILL.  
1893.





# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## TWENTIETH ANNUAL MEETING.

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THE Twentieth Annual Meeting of this Society occurred on the 1st of June, 1893, at the house of its Secretary, 41 Marlborough street, Boston, Mass.

Eighty members of the Society, of different ranks, met between eleven and twelve o'clock, some coming from a long distance, — Syracuse, N.Y., Bangor, Me., and intermediate places; and at twelve o'clock thirty-five guests were added.

The Chairman, Dr. Eliot, then called for the Annual Report, which was read by the Secretary.

## SECRETARY'S REPORT.

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THIS is our twentieth anniversary, and what have we been doing in these twenty years? We have been teaching, but we have also been learning. In the beginning we were trying an experiment entirely new in this country, tried only in one other. Our work at first was all tentative, for even our English exemplar was no guide; now we are merely an atom in the crowd. Our original thought was only of piloting young girls, fresh from school, through the difficulties that beset them in their spasmodic attempts to keep up their intellectual life; and keeping these girls up to their work by efforts to measure their progress in knowledge, and spur them by such tests as we could apply. We soon found we were needed by quite other classes; and now, grown wiser, we measure all by growth in character, having left annual examinations behind in our third year, though maintaining frequent examinations during every term.

What do we now hold before us as the most interesting and valuable purpose to be kept in view? The improvement and perfecting of the *home*. Many roads lead to this object, but on every road the journey implies labor, real work.

As the world moves on, however, we discover among other things, that work instead of being necessarily associated with misery, is in reality essential to happiness, and we pity most those who being exempt from laboring for a livelihood, have not found a subject stimulating them to labor for a *life*. Work really means exercise of one's

powers, and the pleasure of work is in using one's power for the benefit of others, which is never drudgery. Thoughtful people everywhere are adopting this view, coming to regard work as essential to virtue and happiness, more especially work for one's neighbor; and choosing some line of work to which they may dedicate themselves, while still living in the station to which they were born. A clever Frenchman has said, "*Le riche qui travaille c'est la pauvreté volontaire*," thus uniting the modern idea with the noble aspirations of St. Francis of Assisi.

This thought we exemplify, as our work is carried on entirely by voluntary devotion.

We and many others are thus working, along various lines, for the fundamental value of the home. Children must be educated; not that they may feel superior to their surroundings, or scorn those who have had less chances, but that they make their homes cleaner, healthier, sweeter and brighter. Girls and boys must be trained in special occupations to enable them to found new homes with intelligence, and to make them healthy and cheerful. Better dwellings and better food are to be provided for these homes.

Hand in hand with all these efforts goes the encouragement of Study at Home; and what is our philosophy, our idea of Study at Home? It is to make the thoughts of great minds familiar, pervading the atmosphere, while hands and feet are busy with ordinary duties; to open the eyes and ears to the wonders of nature in the least attractive neighborhood, and prepare them to appreciate art when it comes in their way. A bud on a window plant, a fossil in a stone wall, a quotation in a newspaper, which gives new pleasure because the play or poem from which it was taken, has lately been read for the first time; — the mention of an artist whose life and works had just been

studied, — these sources of interest occur continually, but they are trifling incidents. We do much more; we help the development of judgement in selecting or building a house, in making it hygienically perfect; then in wisely furnishing it and organizing its service; in filling its bookshelves with well chosen books; in selecting for its walls the photographs which our art course has made familiar; and, when music is among its resources, we cultivate the knowledge of the higher intellectual character of the Art.

All the while it is the home we are working for. Its mistress may labor with her own hands in its service, but while she sews, or cooks, or scrubs, her mind is cheered by thought of the subject she is studying; and when she has a moment for rest, she can be carried far away, with great mental refreshment, as soon as she opens her book. If she has leisure she can fit herself to help us, and pass on what she acquires.

How do we arrive at all this, and what methods do we use? We began originally, as is well known, with six lines of study; and to these main lines we have steadily adhered, subdividing and enlarging as we advanced. As we look back from our present standpoint to our first steps, the growth of resources in these twenty years impresses us wonderfully. We had not only to invent our methods and establish our rules, but we had to do with materials incredibly meagre when compared with present means. For instance, at the head of our list of subjects, History has always stood, but for three years we could not offer a section in United States History, for the simple reason that the books to be used were so dry and unsatisfactory. When the call for such a course became urgent, we started with difficulty, and had small success at first. Now we are able to make it exceedingly interesting; for, during the twenty years, one clever writer after another has written a biography, a bit of historical fiction, or a great résumé of

a period, creating a wholly new interest in the "French in America," "Beginnings of New England," "The War of 1812," and so on. This is almost equally true of the other subjects on our programme.

As I have said, our leading study was History, and that department has had three earnest women at its head, with executive ability, intelligence and resource; working on the theory that history cannot be regarded as presenting a final and actual statement of facts, but that students must compare the views and narratives of different writers, and draw results for themselves; also, beyond this, developing, through historic fiction the imagination, important in all studies but especially so in History.

Miss Katharine P. Loring, at first took the *whole* charge of the students in this department; but, after some years of partial retirement, she has resumed the headship, with a staff of forty-two ladies carrying on the correspondence. During the interval when Miss Loring could give us only minor assistance, Miss Mary C. Peabody and Miss Elizabeth Thornton succeeded each other in the position, and both contributed greatly by their individual qualities to the development of the present high standard of work. The department now includes courses in Ancient, Medieval, Modern, and United States History, and Political Economy.

This last section has been, from the outset, intended to fit its students for practical charity, a work no longer to be intrusted to the amateur. Beginning with some study of the standard text books of Political Economy, we teach the theory and history of charity, as we teach the theory and history of music, necessarily leaving the practice for the office and the tenement. This was our intention when we introduced this specialty seven years ago; and now Miss Octavia Hill, in a recent paper in the Nineteenth

Century, advocates similar study, through books and lectures, fortifying us thus in our undertaking, as well as in the basis of our whole purpose, for she maintains that the work of charity is best done by those living in a well ordered home, rather than in an institution. Miss Loring has given much time to the study of the working of this section in this country, and during several months in England, with rare opportunities of associating with masters of the subject.

In no one of our departments have there been greater changes in the point of view than in the second, that of Science; and we are glad to be able to say that its growth has been parallel with the development of scientific study in the country. In 1873 science was only partially recognized as an element in a liberal education, and the statement was publicly made, and generally accepted, that, in whatever else women might aspire to distinction, scientific research was impossible for them.

It was, therefore, an almost prophetic insight that led to our making a separate department of Science, and the immediate influence of that great teacher, Agassiz, was never more directly felt than in its creation, while it was by his advice to us, and with his persuasion that the charge of it was taken at first, for two or three years, by the one woman who at that time surpassed most of us in her belief in the elevating and enriching power of the study of Natural Science. Miss Lucretia Crocker, who had deeply imbibed the spirit of Agassiz's teaching, set a high standard of excellence to her successors in the charge.

Miss Cora Clarke followed Miss Crocker for a short time, but she preferred to be a correspondent in her own special lines of science, and a pillar of strength she has been to the department ever since. In 1876 Mrs. R. H. Richards took up the charge, and she has it still. She brought with her an atmosphere of enthusiasm for science

which the pupils of Maria Mitchell derived from her teachings, and she has gathered around her a staff of teachers, most of whom are engaged in active research. Agassiz's watchwords "Study from specimens not from books," has been ours from the first.

The section in Zoology was for some time in the hands of another pupil of Agassiz, Miss Minns, who transmitted to it much of the spirit of her great teacher, and thus antedated the Marine Biological Laboratory for which she has since done so much.

Botany has been taught under the direction of Miss Newell, whose publications and teachings in this branch have given her a wide reputation.

Besides the ordinary divisions of Natural Science, viz. : Botany — which circulates portfolios of dried flowers and will next year circulate a microscope ; — Zoology ; — Geology and Mineralogy circulating small boxes of mineral specimens ; — we have a section of Mathematics reaching to Trigonometry, and a very important section of Sanitary Science, which is developing admirably and doing excellent work with a few to enter upon it each year. This, also, was almost an original idea with us, members of our staff, who were also members of a Science Club of Collegiate Alumnae, introducing it with us, before it had entered on its wider career in colleges and schools. Just now a student pursuing this and another Science course with us, is reported as having found Sanitary Science a fascinating study, and having abandoned mathematics to devote herself to the plumbing and ventilation of her house under our direction.

The creation of the third department, that of the Fine Arts, was almost as original as that of the Science department ; for, so far as we knew, Art instruction was confined entirely to practical teaching of painting and drawing, except in a few Art centres in Europe, where lectures were

given, chiefly for application to this same practical teaching. We undertook at once to lead our students to study the history and criticism of Art. Miss E. C. Cleveland was our first head of this course, and under her care it started well. A few experiments in teaching drawing, by furnishing drawings to copy and correcting the attempts of the pupil, were soon abandoned as valueless. After five years of devotion and success Miss Cleveland passed the work on to Miss Julia de Forest, of New York, who very soon added an important element, by purchasing, with her own money and that of friends, a collection of Art photographs, which she began to circulate. This gave a great impulse to the study, and the collection has steadily increased, till we now have seventy volumes, supplementing and expanding the illustrations contained in the books read by students.

Miss Alice D. Weekes succeeded Miss de Forest, and still gives us efficient aid, though the charge of the department is now in the hands of Mrs. Pierre Severance, of New Bedford.

A few years ago Music was added to this department, and, under Miss K. F. Sherwood and Miss Mary P. Webster, the experiment has proved successful of interesting students in the history and criticism of Music, and carrying them so far in the study of the theory that they are able to analyze the works of great composers and thus increase their intelligent enjoyment of such works, when they listen to them or perform them on any instrument. We also prepare them for the more advanced study of Harmony, though its teachers regard such preliminary steps as ours as having little value, while we still maintain that we open vistas and quicken perceptions for those who go only as far as we can take them.

The first three departments thus took three very various subjects; the remaining three are more similar to each other

in character, since they concern the Literatures of the three leading nations, Germany, France, and England ; leading, as a matter of popularity, the other European Literatures being less generally sought. Even the German and French Literatures have not proved to be very much demanded in our work. In each of them the advanced students are allowed to correspond in the foreign language if they desire it. The German department has changed hands but once, Miss E. W. Perkins having only taken charge of it for one year, in the beginning, after which Mrs. Hagen, a German herself, assumed the care, and has kept it with faithful devotion until the present time. The French department has changed hands twice, having been first for five years under the care of Miss Ellen F. Mason ; then for two years under that of Miss H. H. Ellis, and for the past twelve years in charge of Miss Elise B. Richards who now has a staff of six correspondents.

The sixth department, that of English and American Literature, always vies in popularity with the History department, and has expanded with the years, subdividing at present into seven sections, for each of which elaborate and interesting lists have been prepared, and much scholarly work has been done.

According to the early lists students were expected to confine their attention to solid prose ; but, as the years went by, our scope was enlarged, and, where Hooker, Bacon and Milton were studied, we now have a long list, divided into nine lessons, requiring as many months of work, even from diligent students. In addition to the three names mentioned we include of prose writers, More, Latimer, Ascham, Sidney, Walton, Browne, Fuller and Taylor, with more than double that number of poets and dramatists. In the later period a still larger proportion of authors has been added. The experiment of studying poetry and fiction as well as prose has proved to be entirely successful,

and the methods employed have tended to make the work more serious than formerly, rather than less so.

These two great departments, the first and the sixth, show the growth of resources not only in books to be used but in the number of persons competent to carry on the correspondence. In the beginning the Secretary of the Society was able for two years to keep charge of the English Literature students in addition to her duties as Secretary; but, after that time, when the Society grew very rapidly, she handed the department over to Miss Frances R. Morse who was followed by Miss Miriam Phillips, now Mrs. Rollins. Since that time Miss Mary Morison and Miss Agnes Gordon Balch have taken charge, seven and two years respectively, and Miss Morison is now at the head of the department having resumed the office two years ago, with sixty-six assistants, a growth greater than that of History, which was from one to forty-two.

In addition to the literary sections, properly so called, which are chronological, for "Early English," "Elizabethan," "Queen Anne," "18th Century," and "19th Century, English and American," there is a special section for the study of Shakespere, and another for the study of Rhetoric and English Composition. Each of these has received the most scrupulous and earnest attention, the standards established are very high, and the section of Rhetoric which has become a valuable accessory, has a constantly increasing number of students.

While the second and third departments have their special illustrations, circulating among the students, the other four departments depend necessarily on books, and, in the second year of the existence of the Society, twenty-nine volumes were purchased as a nucleus for a future library. Up to that time we depended solely on our small annual fee of two dollars to meet all expenses, and we have never

solicited a dollar or a gift of any kind ; but, as our scheme became better known and understood, voluntary gifts began to come in, both in money and in books. The first twenty dollars came from Mr. B. B. Campbell, in 1877, in memory of his daughter, who had studied with us. In the following year came twenty dollars from Captain Wm. H. Swift; and later, for eight years, Mr. Win. Amory gave us one hundred dollars, annually, to be used in books; Houghton, Mifflin & Co., gave us one hundred dollars' worth of their publications, and Ticknor & Co., sixty dollars' worth of theirs. By these and other occasional gifts, and by appropriations from our regular income the library has grown so that now, after parting with many volumes purchased from us by students, or disposed of in different ways because they have become obsolete with us, we have at this moment 2527 volumes in 1472 titles with duplicates. Our accessions catalogue, which contains all we have ever owned, carries 2147 numbers which with duplicates include 2802 volumes. These books circulate all over the country, and the only charge made to students is half a cent a day and postage returning.

We are now about to make a new departure, by opening the Library for circulation among all past students of the Society whom we can reach. Many of our regular students buy or borrow the books they read, and we desire to have those on our shelves made more constantly useful.

A postal card is now going to about two thousand of our old members; but any past student of ours seeing this report, who has received no other notice, will please inform us if she wishes to avail herself of this offer. The catalogues of our little Library are on an excellent basis, and a printed one will now be furnished to those past students who desire it, at ten cents a copy.

Naturally our finances have expanded during twenty years in proportion to our other growth. From the report

of our first year, receipts ninety-two dollars; expenses fifty-six dollars and ninety-eight cents; balance in hand, thirty-six dollars and two cents, in 1874, — we now have a very different tale to tell, and on one occasion four or five years ago we received a superb donation, a check for one thousand dollars, the donor wishing to remain unknown. Not only have we never asked for money, but, as is well known by our friends, we have never advertised or announced ourselves, all public notices which have appeared having been the results of kindly sympathy and appreciation, for which we have *on request* furnished facts from our printed documents, but to which we have never given incitement or stimulus. This year we were asked and consented to make some exhibit of our method and results in the "Woman's Building" in the Columbian Exhibition, and, in consequence of this, we have placed a second exhibit among those of the educational exhibits of Massachusetts in "the Liberal Arts Building."

In the matter of numbers we find on looking back over our statistics, that during our first two years when we took special pains not to be mentioned by the press, we grew quietly and satisfactorily, exceeding in those two years the gains of our English progenitors in eleven years; and, when we consented to be described in the "Atlantic," we increased at once two hundred per-cent, and were obliged to strain every nerve to meet the demands. We increased steadily until, in our sixth year, we reached nine hundred and eighty-eight. From our sixth to our tenth year the fluctuations were small. After that we opened our doors to clubs, of which we had had a few experimentally, but not by deliberate invitation, and this new element has made an appreciable difference in the number of fees paid in, and of names appearing on our books. Each club is represented by only one correspondent who pays the fee, and the interest of working together while receiving direction

and stimulus seems to make this form of study popular, beside the economy of it. Of course, the new competition of other societies and associations, schools and private teachers conducting instruction by correspondence had an effect upon us. We also raised our fee in 1883 to three dollars; and we felt the effect of our determination to make our standard as high as possible, and live up to our title, "Encouragement of *Studies*." The knowledge that we required work, and the additional knowledge that we were not conscientiously willing to give diplomas, where we had no means of accurately grading the results reached, spread during this time.

The members of our clubs do however as good work as the individuals who formerly swelled the number in our books; often they do much better work, as good as the best. When, therefore, we find that for the term just past we have had forty-six clubs under our direction, averaging at least ten members to a club, we feel that the four hundred and fifty to four hundred and seventy-five persons forming this special class of our students may very fairly be added to the number who pay our fee, thus making our numbers for this term nearly if not quite nine hundred, almost equal to our highest.

During our whole existence six thousand five hundred and thirty-four women have entered their names as students with us; and we have the items of their connection with us carefully recorded in a card catalogue, so that we can refer at once to any name. At the same time we have had on our staff six hundred and six correspondents and heads of sections or departments. These correspondents assure us that they think they learn quite as much as their pupils do; a statement which, taken with a grain of allowance, may be regarded as truthful, since the process of teaching is the best way of learning.

Beside the thoroughness which we exact and which gives

all its merits to our system, we feel very much the value of the sympathy created among these women scattered all over the country, correspondents in Philadelphia, New York and Boston, students in Texas, Kansas, Ohio, creating as it were a sisterhood (which in fact we have been called) that forms a network all over the country. I believe that in the course of our experience we have had representatives from every state and territory, even including the present forty-four States and the Sandwich Islands. Canada is constantly on our geographical list, and Japan appears repeatedly, this year by a club as well as by an individual student, although we advised one applicant in Japan to avail herself of local resources. We had, once, for a short time, an interesting student in Syria, born in that distant land, of American parents. We hear that she has since acquired a thorough medical education in this country, intending to return and labor as a physician among the eastern women, who suffer so terribly from the obstacles of custom and religion which prevent their having proper treatment from medical men. We bid her God-speed in her noble purpose.

Individual instances of disagreement between student and correspondent are so rare that they hardly count in the total, while the effect upon many women of the disinterested character of all our work has led to delightful results, such as the establishment of a school in North Carolina, supported by one of our students, who is herself the head teacher, and which she says is the direct outcome of "Studies at Home." In another case a good situation was procured for a deaf girl, who is a clever botanist and whose previous circumstances were exceedingly bad. The catalogue of such incidents would be a long one. Correspondence is often continued after the students have left us, for friendship's sake; and students, strangers to each

other, are led into corresponding together and helping one another.

A strong point with us is the persistence of our members in all classes. Three heads of departments have continued their work for seven years, two for twelve, one for eighteen and one for nineteen, and I think every one who has retired has been obliged to do so either by failure of health or by circumstances beyond her control. The same can be said of correspondents and heads of sections, of whom, for instance, one who began as a student in our first year became a correspondent in '81 and still helps us in that capacity; another who became a correspondent in '78 continues with us to this day; another becoming a correspondent also in '78, resigned for a while, but returned and became head of a section and member of committee; another head of section joined in '77 and, absent a while, returned and is among us now. Others entering the work in '78 and '79 are still with us.

As for students, the tables placed in the appendix to our reports every year show how they continue perseveringly, changing their subjects from time to time.<sup>1</sup> Not only ten, eleven and twelve years, but seventeen and eighteen years find them still going on, regarding their studies with us as life work. Ninety-six are with us who have been with us more than three terms, one hundred and thirty-three are in their second and third terms. One who has been with us for thirteen years as a student, seven of them as correspondent also, now pursues three studies with us and teaches in one.

Having alluded to exhibits, setting forth our plans, which are to be found in some corner of two of the buildings at Chicago, let me say of what these exhibits consist. On hearing of our intention one person made the very natural inquiry what we had to show unless it were a student, while

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<sup>1</sup>Appendix A.

an enthusiastic adherent of ours, after seeing what we were to send, remarked that she thought it very inadequate. In fact we sent a supply of such documents as we are willing to scatter broadcast; annual reports, circulars and "Health" tracts, placing them where they are accessible to the public, whose hands we are taught by common experience are ready to grasp at anything, whether appropriate to present wants or not. Besides this supply we have, under glass, protected from the touch of many hands, specimens of our travelling Herbarium, dried plants, scientifically arranged; a tiny box of minerals such as we send to students of Geology and Mineralogy; an open volume of photographs such as travels from one student to another in our Art course; reports laid open at interesting pages, to be studied by anyone sufficiently inquisitive.

Our first experience of anything of this kind was last autumn, when some of the active managers of the Mass. Mechanics Fair asked us to take charge of one morning, for an explanation to any audience which might assemble, of our methods and propositions. An hour was to be occupied by oral explanations, and, although the day was unfavorable as to weather, a small audience listened to the heads of our departments and sections who really made their subjects intelligible and interesting; our documents were distributed and our specimens were examined. These and other evidences of curiosity about us, and readiness to discover the whereabouts of something which has been vaguely heard of, but oddly enough seems not to have been localized in the mind, are pleasant to us. It is amusing sometimes to have a letter or a visit from a person living not many miles from the Boston State House, saying that she has tried for a long time to find our headquarters or to obtain any exact information about us.

For the present year our total of individual names

entered (beside the members of clubs,) is 423.<sup>1</sup> Our total of staff is 190, beside an assistant secretary and assistant librarian, who have salaries, and a treasurer who is also head of a department, making actually 192 persons busy with our work of instruction.<sup>1</sup> Warm praise is due to the two young salaried assistants, who have lately carried a heavy load of routine work with skill and accuracy.

History was entered during the term by 123, English Literature by 180, Science by 35, Fine Arts by 120, German Literature by 10, French Literature by 10; 35 took two courses, one took three courses, and 18 took two different sections of the subject they had selected.<sup>1</sup> Of persons engaged in the profession of teaching we have had 66, — 15 per cent of the whole, — and of clubs represented by one correspondent, 46.

The Library has been used by 205 students and 58 correspondents, seven were relieved from charges, and the volumes circulated were, during the whole year, 971.

As stated earlier in this report, the Library now contains 2521 volumes under 1472 titles. During the whole period of the existence of the Library 281 volumes have been parted with. Exceedingly few have been lost, probably not more than 26 in the nineteen years.

California has done well this year, furnishing 27 individual students, beside a club of 25 members pursuing American History. The special staff for the Pacific Coast consisted during the winter of sixteen ladies, and vacancies occurring in the spring have been in part refilled already and will soon be entirely so. These ladies hold frequent meetings, and keep up constant intercourse with us at the East.

Our receipts and expenses will appear in the appendix to this report, but we have a balance in hand of \$2,188.45.<sup>1</sup>

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<sup>1</sup> Appendices B to H.

We have had the usual incidents and have received at the end of the term the usual outpouring of thanks and expressions of pleasure in work; old students have written of their missing the Society, longing to rejoin it. A little book has come from one former student who is engaged in charity work in one of our Western cities, and whose fugitive writings in magazines and periodicals have been very successful, so much so that one of her stories for children was reprinted in London in raised letters for the blind. She was a student with us in History and English Literature for three terms, always taking first rank; and, although we cannot assume that her career is founded on her work with us, we cannot help taking pride and pleasure in it. The school in North Carolina, already alluded to, which we are constantly assured owes its existence to us, continues its work, and has 35 to 40 pupils, sending off some of those who have made most progress to other schools in Virginia and North Carolina, where they are doing well, fitting themselves for better work in life.

One of our associates writes of a poor girl, twenty years old, for whom books were scarce and even postage stamps a luxury. A friend provided stamps and paper, and our associate sent her her own books, directing her reading. The delight she showed over a few lines from Chaucer which fell in her way was pathetic. Another student says, "You do not know how I have longed for a chance to read," and her correspondent adds to this, "How many kinds of hunger there are;" saying for herself, "I feel I am one of the daughters of the Society who is rising up to call it blessed." One student formerly with us, finding no other means of expressing her gratitude for past kindness, sent her old correspondent a box of twenty-five pounds of butter made by her own hands. One student of Botany who says, "Although I wish I knew more, I am glad I did not study it before, because I might not have studied it in

this way," adds, "when I have studied Botany as long as I have Latin, I think I shall have something to make me understand nature better, something always to see when I feel blue and discontented."

We continue to feel constantly of how much value our quiet unobtrusive work is to invalids longing for outside influences, to whom specially our Imaginary Journeys appeal; to secluded women who turn naturally to the society of nature, birds and flowers; to mothers studying with their children, who find not only in Natural Science but in History and Literature the means of associating themselves with their children's minds. Are we not justified in saying that we have been learning as well as teaching, and is not our enthusiasm for our own work a reality to be maintained?

After the reading of the report was concluded, the work of the students was represented by two essays. The first was on the "Character of Cardinal Wolsey," written by Mrs. Peek, a member of a Shakespere Club in Minneapolis, and student in the Shakespere section in the English Literature department. This essay was read by Miss Morison, head of the department. An essay on "Values as affected by Transportation" was then read by its author, Miss Anstis Spencer, of Boston, a student of Political Economy, in the history department.

The Chairman then said that the work of the year, as carried on by its officers and its students, had been represented; and the friends of the Society would now express their interest through Prof. George Herbert Palmer, of Harvard University, who would address the meeting.

Professor Palmer said that he should direct his remarks more to the teaching class in the Society, than to the students. He felt that the labors of twenty years and their fruit inclined him to congratulate those who carried

on its instruction on three special grounds. First, he congratulated them on the happiness of giving; then on the happily necessary correlative of receiving, in as much as they not only acquired while teaching, knowledge, in addition to any they before possessed, but, made a gain in sympathy, in human relations; and finally, he congratulated them on the artistic quality of all teaching, as the inspiration of imagination and the development of taste and tact required in teaching make it as purely an art as any of those usually so classed.

When Professor Palmer had concluded his very interesting and inspiring remarks, the venerable Dr. Oliver Wendell Holmes, who sat near the Chairman, was reminded of his consent to read one of his favorite poems, as an expression of his long continued sympathy with the work of the Society. After a short preamble, descriptive of his meaning in the poem, he recited with great vigor and animation his verses to "Dorothy Q."

Dr. Eliot then closed the meeting with a few happily chosen words of encouragement.

PASSAGES FROM REPORTS FOR 1881 AND 1883.  
— HISTORY AND METHODS OF  
THE SOCIETY.

In June, 1873, some papers of an English society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English secretary added very little to the interest already excited. . . .

Instead of confining our offers of help—as the English society did at that time—to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons, as all are liable to the consciousness of deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at headquarters at the end of each year, for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition, and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons who entered as students during the first term.

This committee was formed with only two points of method settled: namely, that there *should* be a regular correspondence, and that there *should not* be competitive

examinations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The readers must make notes;" to which another answered, "That is useless, for as soon as a fact is written down it is discharged from the memory and forgotten." "Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years, and we now rely upon frequent examinations — on books or portions of subjects — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are twenty-nine for selection, included in six departments, with section and sub-section, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz., How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the head of the department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the head of the department in the selection of the correspondent.

No further direct communication takes place between the Secretary and the student — extraordinaries excepted; but every month a formal report is received at headquarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the head of department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode

of work. The first book to be used is, if she desires it, sent to her from our lending library, and she begins to read, with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract or to answer examination questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties, all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order and a family judiciously fed, so that, when called on to oversee or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

Number of new students . . . . .	193
Number of old students . . . . .	230
	<hr/>
	423

## STUDENTS REJOINED.

For a 2d term . . . . .	85
“ 3d “ . . . . .	49
“ 4th “ . . . . .	27
“ 5th “ . . . . .	14
“ 6th “ . . . . .	11
“ 7th “ . . . . .	15
“ 8th “ . . . . .	6
“ 9th “ . . . . .	8
“ 10th “ . . . . .	2
“ 11th “ . . . . .	5
“ 12th “ . . . . .	2
“ 13th “ . . . . .	2
“ 15th “ . . . . .	1
“ 16th “ . . . . .	2
“ 17th “ . . . . .	1
	<hr/>
	230

6,534 names entered in 20 years.

## APPENDIX B.

## GEOGRAPHICAL.

Massachusetts . . . . .	92
New York . . . . .	61
New England (Me., N.H., Vt., R.I., Conn.) . . .	57
Middle (Pa., N.J., Md., Va., W. Va., D.C.) . . .	82
Middle-Western (O., Ind., Ill., Ia., Kan.) . . .	37
North-Western (N. Dak., Minn., Wis., Mich.) . .	22
South-Western (Mo., Tenn.) . . . . .	8
Western (Col., Utah, Ariz.) . . . . .	6
Southern (N.C., S.C., Ga., Fla., Ala., Ia., Tex.) .	25
Pacific (Wash., Ore., Cal.) . . . . .	28
Canada . . . . .	2
Sandwich Islands . . . . .	1
Japan . . . . .	2

## APPENDIX C.

## DIVISIONS OF THE STAFF.

I. History . . . . .	42
II. Science . . . . .	37
III. Fine Arts . . . . .	34
IV. German Literature . . . . .	5
V. French Literature . . . . .	6
VI. English Literature . . . . .	66
	<hr/>
	190
Connected with two courses . . . . .	6
	<hr/>
Working Staff . . . . .	184
Heads of Departments . . . . .	6
Secretary, Librarian . . . . .	2
	<hr/>
	192

Treasurer, Assistant Secretaries, and Assistant Librarians, 5 are salaried or hold other places on the staff.

## APPENDIX D.

## STUDENTS.

Department.	Entered.	Persevered.	Dropped.	Excused.
I. History . .	123	88	1	34
II. Science . .	35	20	2	13
III. Fine Arts . .	120	78	4	38
IV. Ger. Literature .	10	9	—	1
V. French Literature	10	8	—	2
VI. Eng. Literature .	180	126	2	52
	478	329	9	140

Taking two courses, 36 ; three courses, 1.

Taking two sections.

I. History . . . . .	2
II. Science . . . . .	3
III. Fine Arts . . . . .	4
VI. English Literature . . . . .	8
	<hr/>
	17

66 are teachers ; 46 represent clubs.

## APPENDIX E.

Department.	Rank 1.	Rank 2.	Rank 3.	Totals.
I. History . .	45	34	9	88
II. Science . .	2	17	1	20
III. Fine Arts . .	48	27	3	78
IV. Ger. Literature .	4	4	1	9
V. French Literature	5	3	—	8
VI. Eng. Literature .	46	70	10	126
	150	155	24	329

## Ranks after eliminating double courses and sections.

Rank 1 . . . . .	142
Rank 2 . . . . .	134
Rank 3 . . . . .	19
	<hr/>
	295
No rank . . . . .	128
	<hr/>
	423

## APPENDIX F.

## EXAMINATIONS.

I. History . . . . .	251
II. Science . . . . .	13
III. Fine Arts . . . . .	175
IV. German Literature . . . . .	—
V. French Literature . . . . .	2
VI. English Literature . . . . .	344
	<hr/>
	785

## APPENDIX G.

Department.	Letters to Students.	Letters from Students.
I. History . . . . .	659	604
II. Science . . . . .	261	226
III. Fine Arts . . . . .	964	853
IV. German Literature . . . . .	63	62
V. French Literature . . . . .	78	67
VI. English Literature . . . . .	1,440	1,316
	<hr/>	<hr/>
	3,465	3,128

The Secretary sent 4,303, beside third-class matter, and received 2,481.

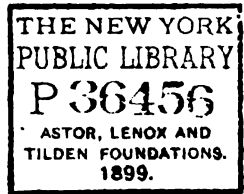
## APPENDIX H.

## TREASURER'S ACCOUNT.

Received balance from last year . . .	\$2,572 74
Received fees, interest, library, etc. . .	1,893 72
Received library balance . . .	49 98
	<hr/>
	\$4,016 44
Expended . . . . .	1,827 99
	<hr/>
In hand, balance . . .	\$2,188 45

## ITEMS OF EXPENSE.

Postage . . . . .	\$329 53
Salaries . . . . .	781 40
Printing . . . . .	246 08
Stationery . . . . .	75 83
Messenger, express, etc. . . . .	81 60
Library . . . . .	374 19
Sundries, including purchases for students . . .	89 86
	<hr/>
	\$1,827 99



SOCIETY TO ENCOURAGE STUDIES AT  
HOME.

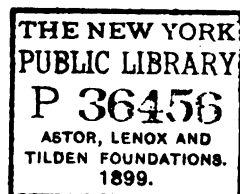
TWENTY-FIRST ANNUAL REPORT.

1894.

/ Anna Ticknor Library, Boston.



SOCIETY TO ENCOURAGE STUDIES AT  
HOME.



TWENTY-FIRST ANNUAL REPORT.

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ROCKWELL AND CHURCHILL.  
1894.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## TWENTY-FIRST ANNUAL MEETING.

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ON the 7th of June, 1894, the Twenty-first Annual Meeting of this Society took place at the house of its secretary, 41 Marlborough street, Boston, Mass.

One hundred and five persons were present, of whom seventy-five were members of the Society, — 31 students, 44 members of the committee and associates — some of them coming from far away, and thirty were guests.

At twelve o'clock Dr. Samuel Eliot, the Chairman of the Committee, called the meeting to order, and the Secretary read the annual report, for the term of 1893-1894.

## SECRETARY'S REPORT.

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WE went so fully into the past of our Society last year when we were, perhaps, excited and elated by our twentieth anniversary, that we cannot indulge in much powder or fireworks on attaining the age which is generally spoken of as reaching one's majority. We shall have to be modest this year, and speak only of the recent term just closed. Having, however, referred to age and years, we will begin by a statement of recently ascertained facts about the ages of our students. Our curiosity was excited, by observations in one department, about the change in the average age of students within ten years; and now, on comparing the ages in 1884 and 1894 in the whole Society, we find that we address ourselves at present to women who are in the average two or three years older than those of ten years ago, in every Department. Every year a certain number of women evade the question of age, and leave us in ignorance; and every year we have some who have reached an age which would raise the average very considerably; therefore, in taking our statistics, we make up our average only from those who are known to be between seventeen and fifty. Of course, these statistics do not cover the members of our Clubs; but we are satisfied that, if we had the age of every member of all the Clubs, it would raise rather than lower the average. The average age of all the students whose ages we know, and who are between seventeen and fifty, is now a fraction over thirty years. We have, besides, thirteen students who are over fifty; and one, — an enthusiastic one, who writes delightful notes expressing her

pleasure in her work — who is in her eightieth year. We have forty-eight students who do not give their age, and two who simply call themselves middle aged. Evidently we appeal, more and more, to women of mature character, of whom a larger and larger number influence families, and schools, and circles of friends, in a way in which younger women could not do it. This is interesting. Of course it is very different from our expectation twenty-one years ago, but times change and we must change with them.

What we have to show to-day is, that we have changed, and advanced, and that those who receive intellectual help from us pass it on to others. By these means only can we prove our right to enlist and employ so many cultivated women, in the diffusion of the knowledge and enthusiasm which we hold before us as our object.

In proof that we advance and change with the demands of the times, we may point to our new lists, made every year, besides the constant increase of illustrations and materials of every kind. This year new lists are credited to at least three departments, one in American History, printed, one in Ancient History, now in preparation; three in the Art Department; and, in the English Literature Department, a new programme for the study of Shakespeare, most carefully prepared and very thorough, giving more opportunity for choice among groups of plays and processes of study than heretofore, and rendering the whole subject more accessible and attractive. In Science a new departure is made by the acquisition of a compound microscope, of which one student has had the use during the winter (and in her hands the experiment has proved a practical one); and at least one other will have the same advantage next year. Our Department of Fine Arts, including Architecture and Music with the rest, was re-organized two years ago, has gained greatly in thorough-

ness, and has grown in numbers, making us feel assured that, through this channel, a tiny stream is flowing, which spreads, and at least helps to prepare the public for clearer and more intimate relations to Art.

That our students pass on the help they have received has been abundantly proved through the experience of years, and continued proofs have come during the past term; two of which, presented in letters, may be quoted here. One is the case of a student in Sanitary Science, in a western city, who has charge of the tenants in twenty houses, being thus thrown into close relationship with families, some of whom are poor; and who is also a member of two societies, a Hygienic Society, and a Sanitary Society, with auxiliary branches in every ward of the city, and with no class or caste feature, all being admitted to general meetings in a beautiful hall. The Hygienic Society was organized to aid the Board of Health in its efforts to ward off cholera last year, and to promote cleanliness in the city. Our student goes personally with the city sewer-cleaner to search for the causes of a typhoid case in a certain neighborhood; she gets a book suggested by her S. H. correspondent, takes it to a sanitary meeting in a poor district, and reads from it materials which provoke discussion. She says in one letter, "I am to speak to-day to an auxiliary society, in a poor ward, about some of the difficulties in the way of cleanliness," having been to the Health Board and examined a certain law. "Standing as I do between landlord and tenant," she says, "I see that each has rights that the other is bound to respect." She is now turning her attention to food, and her Hygienic Society has arranged to take that subject for study next winter. She has the satisfaction of being able to say at last, "so much remains to be done, and so little of our work is perceptible, that the uninitiated would never dream that anything had been done. But we, the workers, know

that at least our city is much cleaner and safer than it was a year ago."

We honestly feel, when contemplating a case like this, that our usefulness in the community, our value to our country, is greater than in our early days.

A little school kept by one of our students has been mentioned before in one of our reports, but the last account we have received of it gives such proof of the passing on of our influence, that I will quote from the latest letter. Though obliged to give up her studies with us, the teacher continues on the friendliest terms with her former correspondents, while she is forced to give all her time and strength to the duties of this school in a remote part of a middle State, where she gets a minute salary, has a three-mile walk over a muddy road to and from her school, and has scarcely any means or appliances for teaching her fifty pupils, except such as she invents or procures from friends. The ladies who have corresponded with her in our Society are so kind in sending her books and materials, once a whole box of such from a private school that had closed, that she tells the truth, no doubt, when she says: "It is out of my power to tell you the good that S. H. is to *me*; as to the good it does (in general), there is no estimating that. Just take my case: you give to me; I give to my pupils; they give it to their home people and all their friends, and so on down; I give to my sisters in their Sunday school; I even give out all I can to the black people I come in contact with."

Maps sent her by one of us were all she had, till, with stencils sent at the same time, the pupils made more maps and hung them on the walls. Kindergarten books and gifts, sent also by a member of S. H., were of inestimable value with her youngest pupils; and, while she teaches the little ones, the elder ones listen, and she winks at this, because she knows they gain so much good in that indirect

way. In teaching United States history, she could get no books except those she had used in S. H., so she gave her class a little lecture every morning, and required them to give back next day what she had given to them. In natural history, especially botany, again she could get no books, except some sent by her S. H. teacher; but she arranged with her class that she and they would all hunt up whatever they could find about the selected subject, and she says: "You would be surprised how much we picked up with no libraries at our command." She says: "I even found the lessons in the 'Imaginary Journeys' [a section of our Art Department] to be a benefit to me." The hands of her boys are busy, for she has employed them to make blackboards for her use, and blocks to teach the little ones.

This is one among many specimens of the way in which our students pass on what they have received, even when they do not take a place among us as correspondents with our later students; and thus, through the individual, we reach the many, striving that, by thorough work at the foundation, something useful may be kept after the subdivision.

One proof of the continuance of interest in our work, when once a person has taken hold of it earnestly, came through a gift we received last summer which was most interesting. We have had gifts of books and money many times, but this was our first *bequest*. The books were sent to us in the summer during the vacation, and this winter they have been catalogued and placed on the shelves and have proved to be valuable. Our benefactress was Miss Letitia Townsend, who had studied with us in different branches of science for ten years, and was a correspondent instructing in Science for four years, two of them while still a student and two later. We must dwell on her connection with us for a moment, because she was in a marked degree

one of that class of women which our Society delights to stimulate by sympathy and help. She was a woman with numerous family ties, bringing even more than usual in their train — sickness and death coming, with their attendant tax on health and nerve; a woman full of noble impulses and good deeds, deeply interested in church and charitable work, who found in the study of Science a needed balance and tonic, a sedative for overwrought nerves. What the work with us was to her will best be expressed in the following extract from one of her letters to her correspondent among us: "You know I am a most discouraging pupil for such a Society, and my studies heretofore have only been as a sort of resource, to change the current when I have been perplexed, anxious, and harassed. It has relieved my mind so much at times that I wanted my reading never to be a task or burdensome, but always a delight; in consequence, my progress is slow, but I feel more than thankful to those who aid me in these pleasures. In the midst of long seasons of sickness and death, I think these have helped me to maintain my equilibrium very much."

The books she left to us, some fifty-six volumes, besides nineteen pamphlets, show the solid worth of her work. They are not only the text-books which she used in Botany, Zoölogy, Mineralogy, and Geology, but several valuable Government Reports, and many Scientific Classics, such as Hugh Miller, Lyell, etc. Especially noticeable is the ethical turn of her mind, in the choice of volumes which bear on the place of man in nature.

It makes us glad, with all humility, that we have been able to minister in a small degree to the development of such a human soul.

The regular report of the term is 378 names of individuals entered for study, 40 of which represent the corre-

sponding members of clubs ; and now, having ascertained positively that these clubs average a fraction over 10 members, we can add 379 to our total, making 757.

The Departments run as follows :

History entered by 118, English Literature by 141 ; Fine Arts by 108, Science by 34 ; French Literature by 12, German Literature by 9.<sup>1</sup>

Our German and French Departments are hindered from growth, no doubt, by the greatly increased facilities for studying the languages, either orally or by correspondence.

Sixty on our list were teachers by profession, sixteen per cent. of the individuals entered. The Working Staff numbered 187,<sup>2</sup> including Secretary, Librarian, and Heads of Departments. The History Department had 42 correspondents, one to about three students. English Literature had 67, or one to two and one-fifth ; Fine Arts 34, or one to three ; Science 34, or one to each student ; French 6, or one to two, German 3, or one to three. The total number of workers is thus 187 to 757 students, or one to four ; and, uniting the two sums, we have our army, rank and file, of 944, all studying, though at different levels. The whole number of individuals admitted in the twenty-one years is 6686, and we have one still with us who has been in nineteen years ; 2-17 ; 1-16 ; 2-14 ; and so on, till 45 are in their third term, and 78 in their second. Two hundred and twenty-seven old students were in this year.<sup>3</sup>

In the library, which is a great source of our usefulness, we have 2676 volumes, under 1573 titles ; in other words, 1103 of our volumes are either parts of works or duplicates. Three volumes, supposed since 1891 to be lost, have reappeared, and five have been lost and sold during this year.

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<sup>1</sup> See Appendix D.

<sup>2</sup> See Appendix C.

<sup>3</sup> See Appendix A.

One thousand one hundred and twenty-one volumes have been circulated since June 1, 1893. Two hundred and sixty-four of them went to past students under the new plan; 254 such past members having applied for catalogues, and 43 having actually used the library, averaging 6 volumes to the individual, for the eight months.

Our finances are, as usual, in good shape; \$1561.30 the balance at the end of the year.<sup>1</sup>

Other statistics, with full details, will be found in the appendix.

California has furnished few students — excepting one large club of twenty-five — and, owing to much dispersion of Associates and the claims of the Midwinter Fair, some of these students have depended on eastern correspondents. Just now, however, Miss Morison, the Head of our English Department, has been for a day or two in San Francisco and there met, not only some of our Associates, but a number of the clever women of the place, and had an opportunity to explain our work, with the purpose of interesting them and winning recruits.

We meet with a loss at this time, which we feel to be a serious one, and one which withdraws from us a friendly sympathy of twenty years' standing, inasmuch as Mrs. Hagen, the head of our German Department for that length of time, is about to return permanently to Germany. Her earnest and faithful work at all times, but especially through periods when it was difficult for her to keep it up at all, has won for her our sincere gratitude, and she will be deeply missed among us. She takes with her our warmest thanks, and our best wishes for a peaceful and happy life in her old home.

Our exhibits at the World's Fair at Chicago were in some respects successful. The documents we sent out for distribution, disappeared, and what we sent as loans came

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<sup>1</sup> See Appendix H.

back safely. We have heard from a few persons who became interested in us through those exhibits; but the effects must have been more indirect than direct, judging by our experiences. We have since been asked to provide materials to show our history and work at the University of Chicago, where they assign a room to permanent exhibitions of what may be called "contemporary pedagogy." By some exercise of ingenuity in adapting our contribution to the rather peculiar form in which it was to be shown, we made and sent to the University tabular statements and descriptive notes which seemed to meet the requirements.

One of our students, herself a teacher, writes :

"The lack of interest in Nature shown by young people can be wholly blamed to our artificial mode of training primary children.

"When children first come to us ignorant, their minds grasp ideas, original ones, too, from nature, intuitively. In five years they know less about out-door life than when they entered. I believe a grand movement is on foot — that of bringing nature into school, — studying arithmetic, language, geography, etc., from something *real*. The change will not be more radical than that of the past twelve years has been."

In illustration of this we have an account of one bit of useful school work done by another student of ours, for which, however, we cannot claim full credit. This student has been with us two years, but only during this last term has she taken zoölogy. She gave an account, in a letter, of her work with the children of a High School, in Natural History. She requires them to make their own investigations, working entirely from specimens and not using books, but leading them to see the beauty and wonder of all living things; she makes them regard their present work as a beginning rather than an end, and will tell them later of the

great authorities, hoping they may go on to study for themselves. The children already collect and preserve insects, rearing no end of things in the school-room; they feed and watch the growth of frogs from the spawn, and often beg leave to carry the frogs home to keep overnight; they show real enthusiasm; the teacher is often waylaid in the street to talk about preserving insects, and making photographs of typical trees. With the letter, she sent drawings and written descriptions representing the daily school work. These drawings and descriptions represented seven kinds of trees with their foliage, branches, etc.; the earth worm, the common frog, the clam, oyster, and lobster, perch, goldfish, and minnow, crayfish, silk-worm moth with its cocoon, and the shells of the pond snail. All the drawings were careful and good, and some of them delicate and clever.

Our one student of Sanitary Science, already quoted, mentions with natural pride that "at the request of the Board of Health of a city some forty miles out, our President and myself went out and organized a branch society. Further, a physician at the late State Boards of Health Convention asked to hear of our Society, so I read before the convention my report for the year. It was carefully listened to, and has been assigned a place in the coming printed report." She adds: "I thought that these items might encourage you, for I know how disheartening sanitary work is."

A few more incidents in our work may bring up the rear of this long report.

Among our varied experiences, one of our Sections reports a broad scale of attainment, from a student who is devoting her year to study, attending lectures at the Institute of Technology in Boston, to a house servant whose employers help her in her studies, the gentleman himself going to the City Library for her books, and the lady helping her with her reading.

One student in American History finds a fascination in local interests, aroused by a question about the name of her town; another, interested in passages in Fiske's account of our Indians, confirms his statements by observation in her own neighborhood.

Some students, who have trouble with their eyes, obliging them to have their lessons read to them, have drawn their whole families into the chain of interest; and many write of lectures and papers, which, but for their study with us, they and their families would never have cared for.

A former student, who intends to rejoin us whenever her occupations allow it, says in a letter: "When I joined the Society I was unconsciously altering the course of my life; or, as is most fitting to say, was helped to alter it. My first correspondent is always my best and dearest friend."

One Club consists of a stenographer, a Kindergarten teacher, and a trained nurse, who keep house together, and correspond with us through one of the trio.

A student in New York has been hindered in her study of Political Economy with us; but has given it practical development by having a class in that subject of eight working girls. She says they are always ready with facts of their own knowledge or experience bearing on the point under discussion.

A student in the Science Course, in the Section of Geology and Mineralogy, has herself a class of twenty school teachers studying Ornithology with her.

A club in a small country town, which has been studying Art with us for some time, suspended its work on that subject in the early spring, because its members said they were in the habit of turning their attention at that season to the study of the birds which were beginning to appear in their neighborhood; and they thought it not respectful to the Old Masters to give them only a divided attention.

We have thus seen how, keeping in view our chief aim, to develope within the home that culture, with its practical application, which brightens and broadens the home life, we find in our statistics, our anecdotes, and our inferences from both, the necessary confidence in the philosophy which underlies our work. We are cheered with the hope of still accomplishing, quietly, some good in the world, opening some minds and hearts to the beauty of the light that guides us to a higher life.

After the reading of the Report two Essays were read, one on "Johann Sebastian Bach," by Miss Bella Buchman, of Fort Washington, New York; the other on "The Stuarts and the Revolution," which was read by its author, Miss Jennie Sewall, of South Berwick, Maine.

The Chairman then called on Prof. William T. Sedgwick, of the Massachusetts Institute of Technology, who made an interesting address on the value of educating the individual, — the basis of the work of the Society to Encourage Studies at Home, — as contrasted with the instruction of great numbers in large schools, where adaptation is impossible, where the individual is sacrificed to the many.

Mr. Howard Walker then spoke in an animated and interesting manner on the importance to the public of more enlightenment on the subject of Art, approving of the mode in which this Society endeavors to meet this need as practical and useful.

The Chairman then took up and united the thoughts of both speakers, showing how much could be done through individual cultivation and home influence to introduce the higher enlightenment which brings art to its highest power

of production, develops leaders in all noble movements, and helps those not born for such conspicuous life to appreciate and sympathize with those who are. He praised the quiet spirit shown in the attitude of this Society, a proof that humility is not lost, but has its true value in work of a wide-spread character.

PASSAGES FROM REPORTS FOR 1881 AND 1883.  
— HISTORY AND METHODS OF  
THE SOCIETY.

In June, 1873, some papers of an English society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English secretary added very little to the interest already excited. . . .

Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons, as all are liable to the consciousness of deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at headquarters at the end of each year, for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition, and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons who entered as students during the first term.

This committee was formed with only two points of method settled; namely, that there *should* be a regular correspondence, and that there should *not* be competitive

examinations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The readers must make notes;" to which another answered, "That is useless, for as soon as a fact is written down it is discharged from the memory and forgotten." — "Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years, and we now rely upon frequent examinations — on books or portions of subjects — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are twenty-nine for selection, included in six departments, with section and sub-section, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz., How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the head of the department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the head of the department in the selection of the correspondent.

No further direct communication takes place between the Secretary and the student — extraordinaries excepted; but every month a formal report is received at headquarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the head of department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode

of work. The first book to be used is, if she desires it, sent to her from our lending library, and she begins to read, with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract or to answer examination questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties, all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order and a family judiciously fed, so that, when called on to oversee or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

Number of new students	.	.	.	.	.	151
“ “ old “	.	.	.	.	.	227

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 378

## STUDENTS REJOINED.

For a 2d term	.	.	.	.	.	.	78
“ 3d “	.	.	.	.	.	.	45
“ 4th “	.	.	.	.	.	.	28
“ 5th “	.	.	.	.	.	.	24
“ 6th “	.	.	.	.	.	.	5
“ 7th “	.	.	.	.	.	.	12
“ 8th “	.	.	.	.	.	.	9
“ 9th “	.	.	.	.	.	.	5
“ 10th “	.	.	.	.	.	.	7
“ 11th “	.	.	.	.	.	.	2
“ 12th “	.	.	.	.	.	.	4
“ 13th “	.	.	.	.	.	.	2
“ 14th “	.	.	.	.	.	.	2
“ 16th “	.	.	.	.	.	.	1
“ 17th “	.	.	.	.	.	.	2
“ 19th “	.	.	.	.	.	.	1

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 227

6,686 names entered in 21 years.

## APPENDIX B.

## GEOGRAPHICAL.

Massachusetts . . . . .	97
New York . . . . .	53
New England (Me., N.H., Vt., R.I., Conn.) .	50
Middle (Pa., N.J., Del., Md., Va., W. Va., D.C.),	71
Middle-Western (O., Ind., Ill., Ia., Kan.) . .	28
North-Western (N. Dak., S. Dak., Minn., Wis., Mich.) . . . . .	24
South-Western (Mo., Ky., Tenn.) . . . .	11
Western (Col., N. Mex.) . . . . .	3
Southern (S.C., Ga., Fla., Ala., La., Tex.) . .	17
Pacific (Ore., Cal.) . . . . .	17
Canada . . . . .	3
Sandwich Islands . . . . .	1
Japan . . . . .	1
France . . . . .	1
Germany . . . . .	1

## APPENDIX C.

## DIVISIONS OF THE STAFF.

I. History . . . . .	42
II. Science . . . . .	34
III. Fine Arts . . . . .	34
IV. German Literature . . . . .	3
V. French Literature . . . . .	6
VI. English Literature . . . . .	67
	<hr/>
	186
Connected with two courses . . . . .	7
	<hr/>
Working Staff . . . . .	179
Heads of Departments . . . . .	6
Secretary, Librarian . . . . .	2
	<hr/>
	187

Treasurer, Assistant Secretaries, and Assistant Librarians, 5, are salaried or hold other places on the staff.

## APPENDIX D.

## STUDENTS.

Department.	Entered.	Persevered.	Dropped.	Excused.
I. History . .	118	89	3	26
II. Science . .	34	19	—	15
III. Fine Arts .	108	69	3	36
IV. Ger. Literature	9	7	0	2
V. Fr. Literature .	12	12	0	0
VI. Eng. Literature	141	96	3	42
	422	292	9	121

Taking two courses, 30 ; four courses, 1.

Taking two sections.

II. Science . . . . .	2
III. Fine Arts . . . . .	2
VI. English Literature . . . . .	7
	—
	11

60 are teachers ; 40 represent clubs.

## APPENDIX E.

Department.	Rank 1.	Rank 2.	Rank 3.	Totals.
I. History . .	39	39	11	89
II. Science . .	11	8	—	19
III. Fine Arts .	30	33	6	69
IV. Ger. Literature	2	5	—	7
V. Fr. Literature .	3	8	1	12
VI. Eng. Literature	35	58	3	96
	120	151	21	292

## Ranks after eliminating double courses and sections.

Rank 1 . . . . .	113
Rank 2 . . . . .	134
Rank 3 . . . . .	19
	—
	266
No rank . . . . .	112
	—
	378

## APPENDIX F.

## EXAMINATIONS.

I. History . . . . .	207
II. Science . . . . .	10
III. Fine Arts . . . . .	147
IV. German Literature . . . . .	—
V. French Literature . . . . .	5
IV. English Literature . . . . .	215

## APPENDIX G.

Department.	Letters to Students.	Letters from Students.
I. History . . . . .	1,123	980
II. Science . . . . .	248	236
III. Fine Arts . . . . .	825	738
IV. German Literature . . . . .	59	52
V. French Literature . . . . .	83	79
VI. English Literature . . . . .	1,280	1,095
	<hr/> 3,618	<hr/> 3,180

The Secretary sent 3,610, beside third-class matter, and received 2,324.

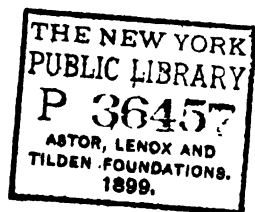
## APPENDIX H.

## TREASURER'S ACCOUNT.

Received balance from last year . . . . .	\$2,188 45
Received fees, interest, library, gift, etc. . . . .	1,317 48
	<hr/>
	\$3,505 93
Expended . . . . .	1,944 63
	<hr/>
In hand, balance . . . . .	\$1,561 30

## ITEMS OF EXPENSE.

Postage . . . . .	\$166 14
Salaries . . . . .	739 55
Printing . . . . .	594 56
Stationery . . . . .	63 08
Messenger, express, etc. . . . .	35 80
Library . . . . .	288 77
Sundries, including purchases for students . . . . .	56 73
	<hr/>
	\$1,944 63



SOCIETY TO ENCOURAGE STUDIES AT  
HOME.

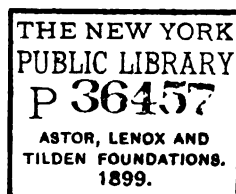
TWENTY-SECOND ANNUAL REPORT.

1895.

*Anna Ticknor Library, Boston*



SOCIETY TO ENCOURAGE STUDIES AT  
HOME.



TWENTY-SECOND ANNUAL REPORT.

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ROCKWELL AND CHURCHILL.  
1895.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## TWENTY-SECOND ANNUAL MEETING.

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THE Annual Meeting of the Society took place, as usual, on the first Thursday of June, — which fell this year on the 6th, — at the home of the Secretary, 41 Marlborough street, Boston.

From 11 o'clock to 12, the members of the Society, students, officers and correspondents, gathered and made or renewed acquaintance with one another. These numbered seventy-five, and among them were members from San Francisco; Fremont, Ohio; and other places outside New England; though the majority were, of course, from the neighborhood.

At 12 o'clock Dr. Samuel Eliot, the chairman of the Society, and thirty guests were added, the meeting was called to order, and the Secretary's Report was called for.

## SECRETARY'S REPORT.

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We have not been making history during the past year, in the sense of producing events or incidents to be described. We have passed the time for surprises, and should find *events* bring more problems than we like; even incidents have to be very pretty, rather than surprising, to fall in with our mood at our present age. We are content to move on serenely, and we enjoy our work in its present form; not losing the zest of novelty entirely, for we really contrive still to discover new possibilities, and originate something like new ideas. In spite of competition we find ourselves none too much restricted; for if we cannot expand in one way we can in another. We have enough work to do, we can do it better year by year, and this suffices for us.

In the large and extended competition which we now have to meet, — and one of our friends found, on a single page of the advertising department of a magazine, eight separate advertisements of instruction by correspondence, — we still cling to one element, which, in the broad and popular movement, we seem almost alone to maintain. I mean our claim for actual *work*. Of course many of the advertised special correspondences, as well as the advanced work in two or three of the great popular movements, appear to call for actual study; but, in most of them, there seems to be an intention to be satisfied with reading. This is well; a love of reading constitutes the foundation for a desire to study, and moreover it grows till it crowds out inferior interests. Some seventeen years ago that

kind and faithful friend of our Society, Dr. Oliver Wendell Holmes, read us a paper which he had written for us, and in it he said of the love of reading "we must remember the French saying *l'appétit vient en mangeant*, or, as Hamlet would phrase it, increase of appetite grows by what it feeds on; and if we do not love books enough naturally, we must acquire the habit of loving them if possible, as people acquire bad habits, that of intoxication or opium-eating, beginning with a little and trusting that by and by we shall thirst for more." But we aspire to a somewhat higher level of mental occupation. The pleasantest among the assurances we constantly receive, of the good results of our efforts, are those which tell us that the power of study and concentration of mind have been better acquired under our system, than through any previous school discipline and preparations for teaching. One of these has come very lately. The writer says: "You can scarcely realize the good the Society has done me. Joining as I did twelve years ago, I first learned to apply myself,—though I had always been in school and was a college graduate."

So far as the influence of our Society has extended this year, we have the satisfaction of knowing that more than 700 women have been working under our direction, and that 180 of these, with some of our Associates and some ex-students, have had the use, therefore the stimulus and pleasure, of books from our Library. Our books and our photographs — travelling as they do far and wide through the country — must contribute a good deal to the winter enjoyment, not only of our students, but of members of their families, and of persons who, through them, receive a reflected and indirect enlightenment. This is worth much more than the time and effort which we give, and often the happiness that some single incident or development produces, seems to reward us at once for all we do or have

done. A Head of one of our departments, who has been working with us for nearly twenty years, receiving a letter the other day from a woman now in a position of trust, who wrote with a forcible and intelligent handling of important questions, said that the development of this one mind which she had watched and tended for eighteen or nineteen years, first as a pupil and after an interval receiving her again in that relation, seemed almost a sufficient reward for all she had ever done in the Society.

The circulation of books from our Library, supplementing the other resources of our students, — many of whom buy their books or get them from public libraries, — has been, for the year, 963 volumes. They have gone out to 180 students, to 44 of our Staff, and to 18 of our past students.

Our collection of photographs consists of 94 volumes, of which 15 are duplicates; of these, 67, and eight duplicates, — 75 in all, — were used, and the circulation was 191 to 35 persons. To certain individuals as many as 15 and 18 were sent, and in one case a special number were forwarded to be used at a meeting of a Working Girls' Club. Both books and photographs go all over the country, to Texas and Canada and to California, although we have a small branch library in San Francisco. The parent Library here contains 2,654 volumes, — of which 40 have been added within the year. So far as I know we are the only example of a society having books and photographs which are allowed to go three thousand miles away, and wander from north to south, from east to west. Our immunity from loss certainly testifies to honesty, fidelity, and accuracy in many persons and classes. Long ago, five volumes of our photographs were burned with the house they were in; once a book came back with its wrappers almost burned off in a forest fire through which the mail train was rushing. Ten years ago a book came to a singular

end — it was mailed on its return from a place where the mail train did not stop, and on this occasion the feat of catching a bag from a projecting crank was not successful; the mail bag fell on the track and the train crushed our book to atoms. Other mishaps and some carelessness — one year we lost 11 volumes in the mail — have deprived us of books, but not to such an extent as might be looked for in 21 years, with the unusual risks we run; the whole loss being 38 volumes on a circulation of nearly 19,000, one in 500, and less than two per annum; and of photographs, only one more volume than the five just mentioned.

The largest variety of books called for on a given subject is found with us in History and English Literature, as various text-books and many auxiliaries are used in each. In the History Department one student used 30 works, and in English Literature one used 33, — in the eight months of the term. The lists furnished to our Associates are made with the utmost care and include the latest authorities. The excellence of one of them was pleasantly recognized lately by a request for it, coming from the person employed in preparing certain of the Travelling Libraries of the New York State University, by whom it was wanted for use in her department on the specialty represented. Not infrequently the books recommended by us on a certain subject are bought for a public library. This was done lately at Wheeling, W. Virginia, where the books on our list for Renaissance Art in Italy were bought.

From these lists our Associates select the books they recommend to individual students, and the Head of the Section of American History reports that of the very full list for her subject, 125 works, all were used except some six or eight.

Having said in the beginning that over 700 were under our direction, I must return to statistics of individuals.

About one-half of the number given were members of Clubs, to which we are very liberal, allowing any Club taking but one subject to pay the fee of only a single member, who is supposed to represent the whole. The 39 Clubs which have joined us this year vary from 40 members to two or three — but they average 10 and a half. On the whole the members seem to do quite as much work as our more transient or frivolous students did in our early days, though they pay no fees; and many of the Clubs cause their correspondents to do almost as much as if each member came in as a unit, with the usual variations of industry. Thirty-nine Clubs, then, mean 409 persons, of whom 39 pay fees. The number of individuals entered on our books — paying, or free by scholarships — is 348, to which add  $409 - 39 = 370$ ; total, 718. Our largest Clubs are in San Francisco and in Fort Worth, Texas, both places where there was, not many years back, a great dearth of intellectual movement. There is now in Fort Worth a pleasant activity, — showing itself in the near establishment of a Public Library and reaching forward to wider plans for the spread of knowledge, — and we have some reason to think that the impetus for all this came from one of our students and the Club she formed. The change in San Francisco is on too large a scale for our share in it to be perceptible.

But now we must subdivide our 700 and odd, and learn what subjects have been pursued.

History, which stands first on our list, was adopted by 105 individuals, of whom 75 — three-quarters — got rank. This means that they worked at least four months, and the fact is that 33 got first rank and 37 second rank, leaving only seven to come off poorly. Among the 105 were 12 who represented Clubs, consisting in all of 86 members. One little fact about the students of History is peculiar. Ancient History is always taken up by a goodly number,

this time by one-quarter of the whole; Mediæval History seems to be ignored, only six taking it this year. The largest number is entered for Modern European History, and the next largest for American; but the small interest taken in Mediæval History, which is probably due to the dry treatment of it heretofore, seems to me a pity. The Dark and Middle Ages show us first the break and then the link between ancient and modern times; and under modern writers, with the recent more picturesque manner of presenting characters and facts, it would seem that it should not be so disregarded. Political Economy has few followers, but those who take it are in earnest and apply it practically to their work in life, especially those who are busy in the charities of our large cities.

The Department of Science has done well for its 36 students, one-third of the whole—more than half of the persevering—getting highest rank. So much less reliance is had, in this Department, on books, than on the training of the observing faculty, that we do not first look for the list of books read; yet it is a goodly one nevertheless, 16 text-books in use, with 22 auxiliary works. In these we find not only Botany and Zoölogy, but Mineralogy and Geology—Physiology—Sanitation and Ventilation—Arithmetic, Algebra and Geometry.

In the Section of Botany one student has had the use of the Society's Compound Microscope, and is led to buy one for herself next year. Another has found her enjoyment of the lovely groves around her home, of her walks with her dog through woods and fields, greatly increased by her studies with us; and a third writes of the books sent her that they "filled me with inspiration for the work," adding, "the searching questions you sent me are so adroitly arranged that the answers are not easily found in the book, and are calculated to trip up the unwary. An object lesson is a necessity, and I hang over my box

of seedlings to see what they can tell. They know their own business and keep their own secrets, unless one's eyes are anointed. I find the real difficulty is to SEE."

One of our Associates for English Literature writes as follows: "A lover of bird study myself, I wanted to see if it couldn't be taught satisfactorily by correspondence. I found some one who wanted to study birds; we began two years ago, and the young woman has become an ardent enthusiast, is a member of the American Ornithologist Union, and has an excellent article upon Swallow Roosts in the "Auk" for January this year. While I should not expect such a result every time, this is gratifying, and makes me quite ready to undertake any teaching in this line that might offer."

Our next new departure is to be a modest one. We propose to make an experiment with elementary Psychology — making this subject a Section of the Science Course.

The Department of Fine Arts has done remarkably well in having, among its 89 students, 71, or four-fifths, who did well enough to be ranked, almost the whole 71 taking either first or second rank. Of books used we find 12 text-books and more than 20 auxiliaries, including those which are most reliable and most attractive. Renaissance and Modern Art absorbed 33 out of the 89 students, who used a vast number of books. The Section for Music had nine students, of whom eight took rank. Five of these studied the Theory of Music, — elementary Harmony for analysis of compositions, — and four read the History and criticism of the art, using Biographies and Manuals, with Grove's Dictionary. Imaginary Journeys are always and naturally popular, this year dividing the honor of the Department with the Renaissance. The travellers were 28, some of whom studied London, *i.e.*, Westminster Abbey and the Tower, with Stanley, Dixon and Hare's Walks — some visited English Cathedrals, studying Gothic

Architecture. Some went to France, saw Paris and French Cathedrals with Hamerton and others — some to Rome and Florence, while a few studied Holland and Dutch and Flemish Art.

Our two Foreign Departments have long been feeble. This year the French Course was joined by only 10 persons, of whom eight persevered and were ranked, the majority, however, taking second rank. Many books were read, and several students had French correspondence.

In the German Course we had only six entered, and of these only two persevered, but those two took first rank.

English Literature was adopted by 136, of whom 102 were ranked, about the same proportion as in History, three-quarters. The five Sections devoted to the chronological progress of the Literature occupied 87. Besides these there is a Section for Rhetoric and Composition, which was quite popular this winter, and one for the study of Shakespere. The scheme of this Shakespere Section has been remodelled lately, and the present arrangement seems very successful. Sixteen students undertook this specialty, 15 of whom persevered and were ranked; 14 plays were studied, and 15 auxiliary works used, from Plutarch's Lives to Furness's Variorum Edition of the plays. There were three Clubs, one of which, in South Dakota, specially enjoyed studying the Antigone of Sophocles, in connection with King Lear. Another in Texas took up Macbeth and Hamlet, sending essays showing thought and originality; one of which will presently be read to you. The third Club, in Minnesota, in its third year of Shakespere study, went on with unabated interest. The Section has never seemed so alive, according to its Head. The Clubs in this Section consist of 75 persons; therefore, with the individual members added, 88 were studying Shakespere.

We always look with interest for the number of teachers

who are studying with us, feeling that they may pass on, more than others do, of what they learn from us, and we are glad this year to find that among those recognized as individual students, besides such as may be in our Clubs, we have the usual percentage. In the last ten years we have had four times — 18 per cent ; once 20 ; the rest lower. This year we have had 68 teachers, which counts as 18 and two-thirds per cent. of the whole.

We have had students in Japan heretofore, but never till now a Japanese student ; and this one writes, I understand, enthusiastically to an American friend about the historical course she has taken with us.

Our Staff consists of 190 persons, some of whom do double work, in two Sections, or as officers.

I have said, in speaking of the Library, that we have, during its existence, owned 3,000 volumes, of which 335 have been sold and 38 lost.

Only two more items call for mention. Our financial balance to next year is \$1,219.26, and the Secretary's mail has brought 2,815 letters, in response to which 3,535 have been sent out, beside third-class matter.

We have the pleasure to-day to welcome friends from Ohio, Virginia, and many nearer places ; but we miss some old friends, chief among them Dr. Holmes, who came very frequently to these meetings, and, only two years ago, added to our entertainment by reciting " Dorothy Q." In 1878 — not the year when he and Mr. Longfellow sat side by side in the front row of our audience, for that was in 1879 — in 1878 the good Doctor read us a paper of which we possess the autograph ; and I wish to read parts of it to you, as a slight memorial of him, at this the first meeting from which we miss him without hope of his being among us again.

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The Secretary read some extracts from Dr. Holmes's paper; and then proceeded to read an Essay by Mrs. C. A. Harrison, of Sherman, Texas, on the question, "Was Hamlet Crazy?"

The Chairman next called on Mrs. Alice Freeman Palmer, who expressed in a most agreeable manner her interest in the Society, and bore her testimony to its results, by several instances which had come to her knowledge.

President Eliot, of Harvard University, though unexpectedly called upon, very obligingly gave some impressions received in his late trip to Egypt, by which he illustrated the extreme importance of women's education in securing the best fruits of civilization.

Prof. Edward Cummings, of Harvard, then spoke from the point of view of one whose specialty is Sociology. Alluding to the prominence, at the present time, of the problems of Capital and Labor, and the opinion held by many, that the great characteristic of our century is the accumulation of wealth; he spoke of the result of wealth in securing leisure; and dwelt at length on the great importance to society of the *use* of leisure by those who possess it in large amount, for the assistance of those who have it only in smaller measure, aiding them to use their modicum of free moments wisely. This being in some degree the mission of this Society, his words were timely and practical.

Dr. Samuel Eliot then closed the meeting with a few brief remarks.

PASSAGES FROM REPORTS FOR 1881 AND 1883.  
— HISTORY AND METHODS OF  
THE SOCIETY.

In June, 1873, some papers of an English society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English secretary added very little to the interest already excited. . . .

Instead of confining our offers of help — as the English society did at that time — to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons, as all are liable to the consciousness of deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at headquarters at the end of each year, for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition, and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons who entered as students during the first term.

This committee was formed with only two points of method settled; namely, that there *should* be a regular correspondence, and that there *should not* be competitive

examinations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The readers must make notes;" to which another answered, "That is useless, for as soon as a fact is written down it is discharged from the memory and forgotten." — "Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years, and we now rely upon frequent examinations — on books or portions of subjects — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are twenty-nine for selection, included in six departments, with section and sub-section, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz., How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the head of the department, asking other questions appropriate to the subject of study, and giving some directions.

The answers to these questions guide the Head of the department in the selection of the correspondent.

No further direct communication takes place between the Secretary and the student — extraordinaries excepted, but every month a formal report is received at headquarters from each lady correspondent, giving certain items for record about each of her students.

Meantime the Head of department sends to the new student the name and address of the correspondent to whom she is assigned, with printed directions for her mode

of work. The first book to be used is, if she desires it, sent to her from our lending library, and she begins to read, with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract or to answer examination questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties, all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order and a family judiciously fed, so that, when called on to oversee or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

Number of new students . . . . .	159
“ “ old “ . . . . .	189
	<hr/>
	348

## STUDENTS REJOINED.

For a 2d term . . . . .	62
“ 3d “ . . . . .	36
“ 4th “ . . . . .	26
“ 5th “ . . . . .	12
“ 6th “ . . . . .	18
“ 7th “ . . . . .	5
“ 8th “ . . . . .	8
“ 9th “ . . . . .	5
“ 10th “ . . . . .	2
“ 11th “ . . . . .	6
“ 12th “ . . . . .	1
“ 13th “ . . . . .	3
“ 15th “ . . . . .	2
“ 17th “ . . . . .	1
“ 18th “ . . . . .	2
	<hr/>
	189

6,844 names entered in 22 years.

## APPENDIX B.

## GEOGRAPHICAL.

Massachusetts . . . . .	80
New York . . . . .	56
New England (Me., N.H., Vt., R.I., Conn.) . . . . .	49
Middle (Pa., N.J., Del., Md., Va., W.Va., D.C.) . . . . .	64
Middle-Western (O., Ind., Ill., Ia.) . . . . .	24
North-Western (N.Dak., S.Dak., Minn., Wis., Mich.),	18
South-Western (Mo., Ark., Ky., Tenn.) . . . . .	8
Western (Col., N. Mex.) . . . . .	4
Southern (S.C., Ga., Fla., Ala., La., Tex.) . . . . .	23
Pacific (Wash., Ore., Cal.) . . . . .	19
Canada . . . . .	1
Hawaiian Islands . . . . .	1
Japan . . . . .	1

## APPENDIX C.

## DIVISIONS OF THE STAFF.

I. History . . . . .	40
II. Science . . . . .	31
III. Fine Arts . . . . .	35
IV. German Literature . . . . .	5
V. French Literature . . . . .	5
VI. English Literature . . . . .	72
	<hr/>
	188
Connected with two courses . . . . .	6
	<hr/>
Working Staff . . . . .	182
Heads of Departments . . . . .	5
Secretary, Librarians . . . . .	3
	<hr/>
	190

Treasurer, Assistant Secretaries, and Assistant Librarian, 4, are salaried or hold other places on the Staff.

## APPENDIX D.

## STUDENTS.

Department.	Entered.	Persevered.	Dropped.	Excused.
I. History . . .	105	75	4	26
II. Science . . .	36	21	2	13
III. Fine Arts . . .	89	71	3	15
IV. Ger. Literature	6	2	—	4
V. Fr. Literature .	10	8	—	2
VI. Eng. Literature	136	102	4	30

Taking two courses, 23; three courses, 2.

Taking two sections.

II. Science . . . . .	1
VI. English Literature . . . . .	4
	—
	5

Taking three sections.

VI. English Literature . . . . .	1
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68 are teachers; 39 represent clubs.

## APPENDIX E.

Department.	Rank 1.	Rank 2.	Rank 3.	Totals.
I. History . .	33	35	7	75
II. Science . .	12	8	1	21
III. Fine Arts . .	33	34	4	71
IV. Ger. Literature.	2	—	—	2
V. Fr. Literature .	1	5	2	8
VI. Eng. Literature.	31	64	7	102
	112	146	21	279

Ranks after eliminating double courses and sections.

Rank 1 . . . . .	102
Rank 2 . . . . .	132
Rank 3 . . . . .	17
	—
	251
No rank . . . . .	97
	—
	348

## APPENDIX F.

## EXAMINATIONS.

I.	History . . . . .	206
II.	Science . . . . .	10
III.	Fine Arts . . . . .	150
IV.	German Literature . . . . .	—
V.	French Literature . . . . .	1
VI.	English Literature . . . . .	159

## APPENDIX G.

Department.	Letters to Students.	Letters from Students.
I. History . . . . .	871	784
II. Science . . . . .	247	230
III. Fine Arts . . . . .	739	682
IV. German Literature . . . . .	24	25
V. French Literature . . . . .	91	73
VI. English Literature . . . . .	1,216	1,047
	<hr/> 3,188	<hr/> 2,841

The Secretary sent 3,535, besides third-class matter, and received 2,315.

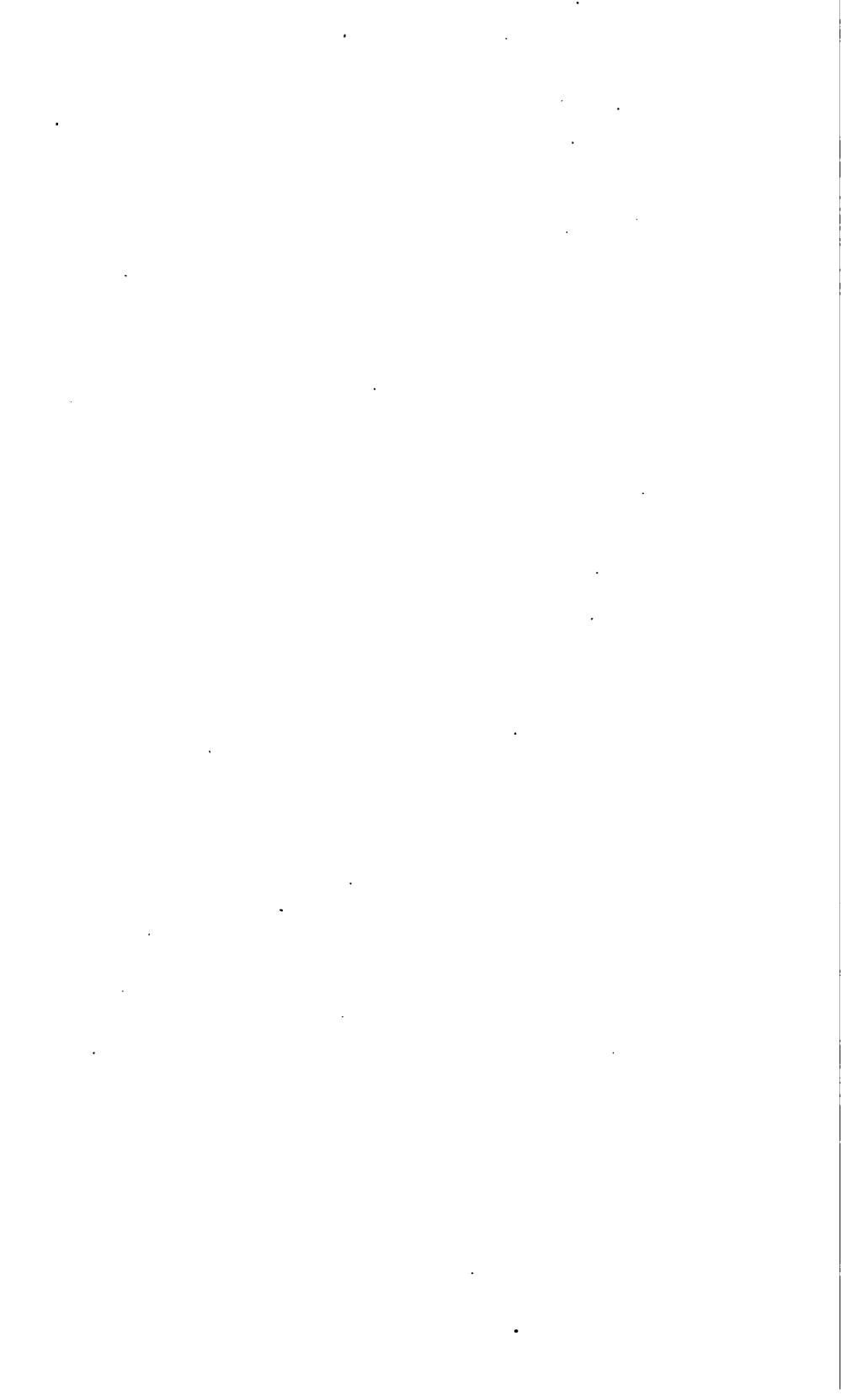
## APPENDIX H.

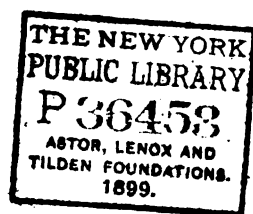
## TREASURER'S ACCOUNT.

Received balance from last year . . . . .	\$1,561 30
Received fees, interest, library, etc. . . . .	1,160 61
	<hr/>
	\$2,721 91
Expended . . . . .	1,502 65
	<hr/>
In hand, balance . . . . .	\$1,219 26

## ITEMS OF EXPENSE.

Postage . . . . .	\$210 58
Salaries . . . . .	719 60
Printing . . . . .	276 67
Stationery . . . . .	54 34
Messenger, Express, etc. . . . .	31 70
Library . . . . .	178 10
Sundries, including purchases for students . . . . .	31 66
	<hr/>
	\$1,502 65





SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

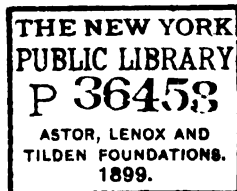
TWENTY-THIRD ANNUAL REPORT.

1896.

*Anna Ticknor Library, Boston.*



SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



TWENTY-THIRD ANNUAL REPORT.

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ROCKWELL AND CHURCHILL.  
1896.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## TWENTY-THIRD ANNUAL MEETING.

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THE Twenty-third Annual Meeting of this Society occurred on the 4th of June, 1896, at the house of its Secretary, 41 Marlborough street, Boston.

Members of the Society, officers, correspondents, and students, to the number of sixty-six, assembled between 11 and 12 o'clock, some coming from a distance, representing the States of Texas, Ohio, and New York, although the great majority, of course, hailed from the New England States.

At 12 o'clock, with the arrival of twenty-six guests, the Chairman of the General Committee, Dr. Samuel Eliot, opened the meeting, and called for the Secretary's report, which was read by the Secretary herself, as follows:

SECRETARY'S REPORT.

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Of course as every one must know, who knows us at all, the purpose and cornerstone of our work is study, including the process of learning how to study. If people are to study at home they must acquire what is rarely gained at school, the knowledge how to study, how to classify and arrange the facts and ideas which they imbibe from books. We have the pleasure of finding from time to time that we accomplish this purpose and lay this cornerstone; but under the cornerstone, and wrapped around the purpose, we need cushions and paddings of friendliness and sympathy; without these we may not lay our cornerstone or carry out our purpose, or we may do so only with needless difficulty. We started, twenty-three years ago, a school on a plan then unfamiliar; and we have persevered, with much pleasure to ourselves, much encouragement from others, and many satisfactory results. As a school we must still regard our enterprise; while it is easy to pick out, perhaps, more differences from other schools than likenesses, as must be the case where every student or pupil is to us an isolated individual, not sitting behind a desk, with rows of other desks before, behind, and beside her, with no graded classes and no periodical examinations; neither are we like a college with its lectures and its recitation rooms, its dormitories and its halls.

The steps of progression through our term are very much like those of any school, with differences, however, which perhaps strike *us* more than they do those who

have not thought very much about the character of our work. Every school must make acquaintance with new pupils and study the possibly new conditions of former pupils; but they do it face to face, with the advantage of reading, in countenances and voices, the characteristics and the variations which we learn more imperfectly through written letters. An advantage on our side is that the pupils themselves select their subjects (our whole system is elective), and in this the simplification of the labors of our Staff is obvious. By the middle of the winter the classification having been completed, the Correspondents on our side begin to have some idea of the ability and the disposition for work in the students assigned to them; and, at our Quarterly Meeting in January, we find a good deal of interest in the reports of the several Departments and Sections, of which there are 25. The mid-winter Meeting and the Annual Meeting are our chief points of interest, for the spring Meeting has quite as much to do with preparation for the winding up of affairs, as with study of the work accomplished during the winter. Statistics are never complete until the end of the term, the results shown by essays and test-papers, by the outcome of eight months' correspondence, which brings about friendly attachments or shows the dying out of what were perhaps forced interests, being needed to round out our estimate of our winter's work.

As we handle our statistics this year we find, as we did last year, but with increased emphasis, the rather amusing fact that the nameless members of our Clubs amount, numerically, to more than the individuals paying the fee and joining us in the regular manner. In our early days every student who joined us paid a fee; but undoubtedly many, perhaps half, of them fell below the average, dropping off, or doing imperfect work. Now we have Clubs consisting in the total of 468 members, while 329

names are entered on our books. Withdrawing the 36 who pay fees for all these Clubs, we have still 432 Club members whose names do not appear, against 329 paying members whose names do appear in our books.

The Club members in many instances do enthusiastic and valuable work; I think all Club members do an average work quite as good as, if not better than, the inferior half of our earlier students. Clubs which prepare programmes during the summer, assigning papers to be prepared for certain occasions to be read by their authors, get a great deal of real work done, and the interest is often very lively. A Club studying the history of Music has set an example of enthusiasm quite worthy of imitation, re-inventing as it were — at least contriving substitutes for — ancient instruments, and performing curious old-time compositions, beside reading papers which were criticised and discussed at the meetings.

We have thus 760 persons studying under our direction, the Clubs averaging 13 members. We may, besides, recognize the social influence of these Clubs, as being perhaps greater, in spreading knowledge and its attractions, than that of individual members who may not reach more than their own households, though one who has social habits and gifts has often been known to interest a whole neighborhood or village. Clubs like these, of one sort and another, are very popular just now, as may be seen in the pages of a Bulletin of the University of the State of New York on Study Clubs, which accounts for the existence of 164 Study Clubs in the State of New York alone, with subjects as various as can be imagined.

Of new students we have this year 150, against 179 old ones rejoining, a difference of only one-eleventh of the whole, between the number of new-comers and of persevering friends. We still have one student each in their 13th, 18th, 19th, and 20th years; 2 in the 11th, 12th, 14th,

and 16th. After getting down to the 10th year we have, of course, increasing numbers, and finally have 54 who took their second term with us this past winter. Our total numbers for 23 years are close on 7,000; i.e., 6,994.

Our geographical range is much the same as heretofore, as will be seen in the appendix. The recorded names may be regarded as doing a little injustice, when, for instance, only 18 names are entered from the Pacific Coast, at least one of which represents a large Club of 25 members; and again, only 25 names for the Southern part of the country, while we know of several large Clubs in Texas. The injustice of this mode of calculation falls on the regions where few are reported, while we know that many are at work. New England and New York as usual give us the largest proportion of names, 163, almost exactly one-half of the whole number.

By a not unnatural element of curiosity, or whatever it may be called, we cannot help taking a special interest in single students outside the United States. One in Canada, one in the West Indies, one in Japan, and one in Germany decidedly arouse attention. Two of these, the Japanese and the German, seem to allow separate mention. Our Japanese student (and she is a genuine native of Japan) is a very clever young woman, twenty-three years old, said by her Correspondent to be an ardent student, and a writer of some importance in her native language. One of her letters to her Correspondent is in my hands, and the English of it is wonderfully good; and you will presently listen to a paper by her on a period of English History, selected partly for the excellence of its language, and partly for the general interest of the circumstances. It will be well when more of our young women can, without having gone abroad, write a foreign tongue as well as do this student and the German student, who is also young and also writes in excellent English. She became

interested in our Society by the notice of it in Mme. Blanc's book, "*Les Américaines chez elles*"; and she wrote to me, in the middle of the winter, saying that she would like to join the Society, and suggesting a study in which she was then engaged as that which she would like to pursue with us. At my suggestion she gave up this first selection; and, of her own motion, after receiving our documents, chose Sanitary Science and Psychology. She has had time only for one report in Sanitary Science, but that was intelligent and showed her to be of so receptive a mind that it has very much interested the Head of the Department, who has sent her a number of books, in addition to one which she sent in the beginning, and to the list of German books on the subject which she recommended. This student says in a recent letter, "I can only say I am very happy in having chosen that subject (Sanitary Science). I never thought it affected such interesting topics, and was not only practical but technical too."

We now reach the portion of our statistics which is most interesting and suggestive. It is right and natural that in this country History and English Literature should lead, as subjects of home study, and they do so with us, year after year. This is as it should be, for the history of our civilization, and the development of our literature with its perpetual influence on present civilization, are fundamental subjects.

So we find that 107 women entered for the study of History (11 of them representing Clubs), having 34 Correspondents provided to care for them; and 83 persevered long enough to be ranked, 36 taking first rank, 37 second, and 8 third rank.

At the same time the Department of English Literature was entered by 122 women, 14 of them occupied with Clubs; and 58 Correspondents were provided for them.

Eighty-four of these persevered, two-thirds of them taking second rank, two-sevenths taking first rank, and only four, a small fraction of the whole, falling into the last rank.

The next subjects naturally and rightfully taking their places are Science and the Fine Arts. Science with us includes the various forms of Natural Science, with four divisions of Mathematics. The Fine Arts Department deals with Sculpture and Painting chronologically, but there are special courses in Architecture and Music,—Music as history and Music as theory; beside which Imaginary Journeys are classed in the same Department, as the idea of them originated with an Associate in that Department, and the Arts are made prominent subjects of interest to the supposed traveller. Science had 42 students enlisted, with 23 Correspondents. Twenty-four of the 42 persevered in their work, and 13 took first rank, 9 took second, and 2 took third. The Fine Arts had 82 students and 7 Clubs, with 24 Correspondents in charge, and of the 82 students we find 30 in the first rank, 22 in the second, and 4 in the third.

The Literatures of Germany and France are well provided for, but persons in secluded places rarely have opportunities for studying the languages enough to be interested in these foreign literatures; and those living in cities are wise, if they are able, to secure private teaching. We do not teach the languages, though our ladies are sometimes willing to help in special cases. Hence we find only 7 in the German Department, though it is well equipped for its work, with a German lady at its head, and 10 in the French Department, which has two French ladies among its Correspondents.

One of our Heads of Sections, that of Mathematics, writes at the end of the term, "Never in my service of seventeen years have I felt equally pleased with the

year's work. I mean pleased that we have really helped our students over hard places."

At the same time we find, occasionally, the confidence with which our students come to us for help is a little startling. One, who had been with us for a year or two, accepted last summer a position to teach a subject of which she knew little or nothing, in the full confidence that our Society could give her the necessary help and justify her courage.

A point of considerable interest is the work of those of our students who are professional teachers. Of these we have this year been joined by 43, and, in considering the subjects which they select for work with us, we find that 18, nearly half, take History alone; 6 of them taking American History, which is much to be applauded, as it has heretofore been taught poorly and dryly in our schools. Ten take English Literature alone; 6 take the Fine Arts alone; 3 take Science alone; and two take French Literature, one of these adding German. The remaining 4 take two different subjects, 1 joining Science to History, 1 taking Rhetoric and Logic with History, 1 taking Art with History, and another Art with Botany. Thus we see the same preponderance in the direction of History and English Literature, in History 6 students of American History as said above; 6 students of Modern European History; 5 of Ancient History, and 3 of Mediæval. Thus each Section of History gets its share, and Political Economy has one student among the teachers. In English Literature, 3 take Elizabethan, 3 have studied Shakespeare, the rest have chosen 19th Century Literature. In Natural Science 3 have taken Botany, a fourth joining this with Art. This statement might seem to show that Science is not occupying the place in the minds of our teachers which other facts imply; but

in so small a representation of the class, such an inference can hardly be drawn.

In a scattering way I have mentioned the number of Correspondents attached to the different Departments. The whole working force of the Society has consisted this winter of 159 individuals; the six Heads of Departments are assisted by 150 ladies, some of whom are connected with two different courses. During the past term only one person has received a salary, and on her has devolved a large part of the routine work. The labors of these ladies consist mainly, of course, in the writing of letters. The Head of one Section, which she was reorganizing and which was to her a new charge, found that in nine months she had herself written 500 letters. The letters sent by our ladies as usual exceed those received from students, 2,897 received, 3,412 sent to students. The record at headquarters shows that 2,275 letters were received and 2,768 sent by or for the Secretary, beside printed third-class matter.

The Library makes a good report, 894 volumes circulated during the year and 43 added. Two hundred and thirty persons have used them, of whom 191 were students, the rest Associates. We have also been able to relieve our shelves of some volumes no longer needed, which were handed over to the Woman's Education Association, partly as a permanent gift, partly as a loan, to be used in the Travelling Libraries now sent by that Association to towns in Massachusetts, where they form a valuable auxiliary to the free libraries so universally established throughout the State. We own at present 2,651 volumes under 1,595 titles.

The 94 volumes we possess of photographs and prints, in illustration of the Art course, have been travelling actively during the term from student to student, and from Club to Club. One hundred and fifty-five volumes have

gone out, and 35 persons have received the benefit of them, beside seven Clubs represented by some of these.

Such illustrations of Art and History, as well as the Compound Microscope and Herbarium for Botany, and Minerals for Geology and Mineralogy, go hand in hand with our books, and supplement them well. One of our Botany students, a busy woman with young children, tries to use the microscope — with her husband — for a quarter of an hour after breakfast every day.

Although our fee is not large, we accomplish our work, which as has been seen is not a small one, without running the risk of being in any way cramped or crippled. We have this year a balance on hand of \$1,100. Details of the financial accounts will appear in an appendix to this Report.

It is very pleasant on an occasion like this to receive among our Members and Associates some from a distance who are able to make this meeting form a part of their plan of travel. We have one here representing a Club in Fort Worth, Texas, another from Central New York, another from Ohio, and thus we can feel that even personal meeting and acquaintance are from time to time possible, scattered though we are over all this continent, north of Mexico.

Returning, as does a musical composition, to our first theme, I like to dwell on the development of friendliness and sympathy between our teachers and students, easier perhaps in many instances where the personality and circumstances of the individuals are unknown, each to the other. To many it is also easier to express sympathy and personal interest in writing, than in the presence of another. That it is of the greatest importance in our special work cannot be too often impressed on both parties to the correspondence, though it naturally falls more to the teacher to exert this power than to the student.

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After the report had been read, a paper on "The Elizabethan Period of English History," written by Miss Shu Kazai, of Tokio, Japan, was read, in the absence of its author, by Mrs. Pierre C. Severance. This was followed by an essay on "The Crackers of the South," written by Mrs. Alice G. Dewar, of Nelson, Georgia, representing her work as a student of Rhetoric, in the Department of English Literature; and a "Comparison of Hamlet and Othello," written by Mrs. Kate Harrison, of Sherman, Texas, a student in the Shakespeare section of the Department of English Literature. None of the writers being present, the last two papers were read by Miss M. S. Gile and by the Secretary.

The Chairman, saying that the Society had now been represented in two of its aspects, by its officers and by its students, then introduced Prof. Barrett Wendell, of Harvard University, who spoke earnestly of the valuable opportunities offered to women, of pursuing studies from the highest motives, from love of knowledge, and desire to reach high levels of thought, apart from eagerness for professional success or ambition to be conspicuous.

Dr. Eliot added a few closing words in support of Professor Wendell's exhortation, and a plea for the use by women of these opportunities in the encouragement of noble aims and of a high tone of patriotism.

PASSAGES FROM REPORTS FOR 1881 AND 1883.  
— HISTORY AND METHODS OF  
THE SOCIETY.

In June, 1873, some papers of an English society, entitled "Society for the Encouragement of Home Study," fell into the hands of the present Secretary, who showed them to Dr. Eliot, and both were inspired instantly with a desire to work out the idea suggested by the title. An exchange of letters with the English secretary added very little to the interest already excited. . . .

Instead of confining our offers of help—as the English society did at that time—to the wealthy class only, we at once endeavored to interest all classes; for we thought all needed us, though for different reasons, as all are liable to the consciousness of deficiency, general or special, in their education, and all may feel the need of encouragement to overcome some obstacle, it may be in want of opportunity, or it may be in lack of energy to use existing opportunities. Instead of mere plans for work without correspondence, and the irksome requirement of presence at headquarters at the end of each year, for competitive examinations and prizes, we adopted monthly correspondence, with frequent tests of results, desiring to produce intellectual habits and resources, without competition, and without even fostering the desire to reach certain points at certain moments.

Our committee consisted of ten persons, when it began its existence in the autumn of 1873; and six of its members undertook the entire correspondence with forty-five persons who entered as students during the first term.

This committee was formed with only two points of method settled; namely, that there *should* be a regular

correspondence, and that there should *not* be competitive examinations. Afterwards, during one of the consultations about lists, rules, and circulars, a member said, "The readers must make notes;" to which another answered, "That is useless, for as soon as a fact is written down it is discharged from the memory and forgotten." — "Then let them make their notes from memory;" and this has proved to be one of the most efficient elements of our system.

We attempted annual examinations by letter, with certificates, but abandoned the idea after two years, and we now rely upon frequent examinations — on books or portions of subjects — and upon the records kept during the term by the correspondents, for ranking the students.

A new inquirer obtains our circular, stating our rules and the subjects in which we offer help, — of which there are twenty-nine for selection, included in six departments, with section and sub-section, — and among these she is to select one only for the beginning. She then pays her fee.

To the new student two papers are sent, — a printed receipt for the money, with which are included three general questions, viz., How old she is, whether educated at public or private schools, and whether she is a teacher; and a copy of a short letter from the Head of the Department, asking other questions appropriate to the subject of study, and giving some directions. .

The answers to these questions guide the Head of the Department in the selection of the Correspondent.

No further direct communication takes place between the Secretary and the student — extraordinaries excepted, but every month a formal report is received at headquarters from each lady Correspondent, giving certain items for record about each of her students.

Meantime the Head of Department sends to the new student the name and address of the Correspondent to

whom she is assigned, with printed directions for her mode of work. The first book to be used is, if she desires it, sent to her from our lending library, and she begins to read, with the practice of making memory notes, being expected thenceforward to write at the beginning of each month to her special adviser, enclosing a specimen of her memory notes. To this monthly letter she is to receive a prompt reply. Memory notes are to be made constantly; and from time to time she will be asked to write an abstract or to answer examination questions, — on honor, without referring to books, — all for the purpose simply of securing her grasp of the contents of the books she reads, and fixing in her memory the important facts.

Our Health Tract — sent to each of our students when she joins us — preaches the responsibility of women for the health of the home, and the value of physical exertion in household work as a balance to intellectual work. Many a student of ours has proved that the two kinds of work can go on successfully side by side. If each woman in a home takes her share of household duties, all will have more leisure for intellectual refreshment; and as a young man now goes into a machine-shop or a mill, among the operatives, to learn the processes he desires later to direct, so a young woman needs to learn the processes by which a house is kept in order and a family judiciously fed, so that, when called on to oversee or to do the work, she may fill her place easily, and be more free for mental occupation in some form that attracts her taste. The natural turn of the mind deserves special consideration after school-days are over. A wise young married woman, who pursued a classical and mathematical course in college, wrote lately: "Perhaps the way to get women to study after leaving school or college is to find out, or help them to find out, what they will *love* to study."

## APPENDIX A.

Number of new students . . . . .	150
“ “ old “ . . . . .	179
	<hr/>
	329

## STUDENTS REJOINED.

For a 2d term . . . . .	54
“ 3d “ . . . . .	36
“ 4th “ . . . . .	33
“ 5th “ . . . . .	11
“ 6th “ . . . . .	11
“ 7th “ . . . . .	9
“ 8th “ . . . . .	4
“ 9th “ . . . . .	5
“ 10th “ . . . . .	4
“ 11th “ . . . . .	2
“ 12th “ . . . . .	2
“ 13th “ . . . . .	1
“ 14th “ . . . . .	2
“ 16th “ . . . . .	2
“ 18th “ . . . . .	1
“ 19th “ . . . . .	1
“ 20th “ . . . . .	1
	<hr/>
	179

6,994 names entered in 23 years.

## APPENDIX B.

## GEOGRAPHICAL.

Massachusetts . . . . .	80
New York . . . . .	42
New England (Me., N.H., Vt., R.I., Conn.) . . .	41
Middle (Pa., N.J., Md., Va., D.C.) . . . . .	61
Middle-Western (O., Ind., Ill., Ia., Kan.) . . .	26
North-Western (S. Dak., Minn., Wis., Mich.) . .	20
South-Western (Mo., Ky., Tenn., Ark.) . . . .	9
Western (Col., N. Mex., Utah) . . . . .	3
Southern (N.C., S.C., Ga., Fla., Ala., Miss., La., Tex.)	25
Pacific (Ore., Cal.) . . . . .	18
Canada . . . . .	1
Japan . . . . .	1
Germany . . . . .	1
West Indies . . . . .	1

## APPENDIX C.

## DIVISIONS OF THE STAFF.

I. History . . . . .	34
II. Science . . . . .	23
III. Fine Arts . . . . .	34
IV. German Literature . . . . .	4
V. French Literature . . . . .	4
VI. English Literature . . . . .	58
	<hr/>
	157
Connected with two courses . . . . .	7
	<hr/>
Working Staff . . . . .	150
Heads of Departments . . . . .	6
Secretary, Librarians . . . . .	3
	<hr/>
	159

Treasurer, Assistant Secretaries, 3, are salaried or hold other places on the Staff.

## APPENDIX D.

## STUDENTS.

Department.	Entered.	Persevered.	Dropped.	Excused.
I. History . . .	107	83	1	23
II. Science . . .	40	24	1	15
III. Fine Arts . .	82	56	5	21
IV. Ger. Literature	7	3	—	4
V. Fr. Literature	10	7	—	3
VI. Eng. Literature	122	84	2	36
	368	257	9	102

Taking two courses, 25; three courses, 2.

Taking two sections:

II. Science . . . . .	3
VI. English Literature . . . . .	7

43 are teachers; 36 represent Clubs.

## APPENDIX E.

Department.	Rank 1.	Rank 2.	Rank 3.	Totals.
I. History . . .	38	37	8	83
II. Science . . .	13	9	2	24
III. Fine Arts . . .	30	22	4	56
IV. Ger. Literature .	2	1	—	3
V. Fr. Literature .	1	6	—	7
VI. Eng. Literature .	24	56	4	84
	108	131	18	257

Ranks after eliminating double courses and sections :

Rank 1 . . . . .	102
Rank 2 . . . . .	122
Rank 3 . . . . .	15
	239
No rank . . . . .	90
	329

## APPENDIX F.

## EXAMINATIONS.

I.	History . . . . .	243
II.	Science . . . . .	62
III.	Fine Arts . . . . .	158
IV.	German Literature . . . . .	—
V.	French Literature . . . . .	—
VI.	English Literature . . . . .	167

## APPENDIX G.

Department.	Letters to Students.	Letters from Students.
I. History . . . . .	916	808
II. Science . . . . .	318	280
III. Fine Arts . . . . .	733	650
IV. German Literature . . . . .	27	25
V. French Literature . . . . .	87	68
VI. English Literature . . . . .	1,331	1,066
	<hr/> 3,412	<hr/> 2,897

The Secretary sent 2,768, besides third-class matter, and received 2,275.

## APPENDIX H.

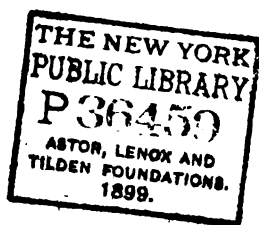
## TREASURER'S ACCOUNT.

Received balance from last year . . .	\$1,219 26
Received fees, interest, library, etc. . .	1,116 22
	<hr/>
	\$2,335 48

## ITEMS OF EXPENSE.

Postage . . . . .	\$207 92
Salaries . . . . .	585 25
Printing . . . . .	108 12
Stationery . . . . .	52 44
Messenger, express, etc. . . . .	24 95
Library . . . . .	170 74
Sundries, including purchases for students . . . . .	40 49
	<hr/>
	\$1,189 91





SOCIETY TO ENCOURAGE STUDIES  
AT HOME.

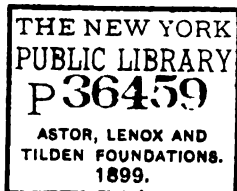
TWENTY-FOURTH ANNUAL REPORT.

1897.

Anna Ticknor Library, Boston.



SOCIETY TO ENCOURAGE STUDIES  
AT HOME.



TWENTY-FOURTH ANNUAL REPORT.

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ROCKWELL AND CHURCHILL.  
1897.



# SOCIETY TO ENCOURAGE STUDIES AT HOME.

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## TWENTY-FOURTH ANNUAL MEETING.

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THE Twenty-fourth and last Annual Meeting of this Society was held, by invitation of Miss Elise B. Richards, at 2 Marlborough street, Boston, on Thursday, June 3, 1897.

Members of the Society were present representing California, Texas, Ohio, and nearer States, the majority coming from New England, as was to be expected. There was an attendance of about one hundred persons, including invited guests, who showed by their presence the interest they felt in the work.

At eleven o'clock the Chairman of the General Committee, Dr. Samuel Eliot, opened the meeting, and called for the report of the Acting Secretary, Miss Mary Morison, which was as follows :

ACTING SECRETARY'S REPORT.

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For the first time in the history of this Society, the Annual Meeting is held without the presence of Miss Anna Eliot Ticknor, who was not only the founder of the Society, but its mainspring from the beginning. Whatever was done by her helpers was done, directly or indirectly, for her, individually. Her personality dominated the whole Society, and, though the Heads of Departments were allowed to carry out their own ideas freely, yet the main lines of work were planned by her, and the Society has always been an expression of her individuality.

It was therefore with a strong sense of personal loss that the members of the Society heard, at the beginning of this term, of her sudden death, which took place at Newport, October 5. It was necessary to take immediate action; the work of the term had to be somewhat rearranged, and it was necessary to find someone to take her office temporarily; it was felt at once that it was an impossibility to *fill* her place; anything done by another person must be done in another way. The regular Quarterly Meeting of the Committee was held about a fortnight afterward, and the members present endorsed the decision of the Executive Committee that it was best that this term should be the last of the Society to Encourage Studies at Home.

Sudden as this decision may have seemed to outsiders, it had long been felt by the chief workers that the Society must end with Miss Ticknor's life. There were many reasons for this; other similar societies had come into the field during the last twenty-five years, none offering

precisely the same advantages as ours, but many having qualities which were more generally attractive. This we had been reluctantly compelled to admit by the steadily diminishing number of students. Our high-water mark was reached in 1882, when nearly one thousand pupils were on our roll; now we have two hundred and sixty-one. Our receipts from students in 1881-82 were slightly over \$2,000; this last year they have been about \$800. After Miss Ticknor's death our expenses would naturally be increased, as she had long given us office rent free, and other items of expense would necessarily be added.

The chief hindrance, however, to continuing the work on the same lines as heretofore was the personal quality which was at once the strength and the weakness of the Society, as no leader could be found who could command the same devotion from the corps of teachers. The number of women from whom we could expect gratuitous service was by no means so great as twenty years ago, for while the numbers of highly educated women have increased, the demands on their time have also very much increased, and every year it has been more difficult to get the help which we needed. The dread of being compelled to lower the standard of work has been growing strong within the last few years, and it is far better to lay it down before this dread should become an actuality.

There is little new to be said about the work of this last year. As usual in the History course, American History has attracted more students than any other division. Two pupils of this Department have studied Political Economy. In the Science course, Botany, Mathematics, and Sanitary Science have each been taken by six students; one has completed the course in Analytical Geometry in one year, which is an unusual experience. The course of Sanitary Science has been more or less peculiar to this Society. The Art Department has gone on much as usual; the seven

pupils of the Music Section have done good work in studying Theory and History. French and German Literature have almost the same number of students as last year. The English Literature Department is the only one that is larger than last year, and here the gain has been in the Rhetoric Section, which has proved attractive to thirty-seven students. The teachers in this Section are all college graduates, and the work has been thorough on the part of both correspondents and students.

In the last twenty-four years we have had 7,086 students. In looking over the records we find that the different studies have been chosen by the students in much the same proportion now as in 1882. History has proved a little less popular as time has gone on. Where almost one-third of the students formerly chose it, now less than one-fourth have taken it. Literature (French, German, and English) has always been taken by nearly one-half of the students, and this year is no exception to the rule. Science continues to attract the usual number, while Art is decidedly more popular now than it ever has been. The interest in this study may be due perhaps to the increased number of clubs who are apt to choose something which will make the meetings entertaining, and the photographs circulated by the Society help to do this. We have had during the last year twenty-five clubs, averaging fourteen persons each; they are in all parts of the United States, and one is in Canada.

Our geographical range has grown somewhat as time has gone on. During the last two years we have had a student in Japan and another in the Hawaiian Islands. Massachusetts naturally furnishes more students than any other State. We have about the same proportion from the West as we had fifteen years ago, while the proportion has decidedly increased of the students in the Southwest and South. New York is not so well represented as formerly, as is to be expected when we consider that that State

is not only the home of the Chautauqua Society, but the State which is best provided with facilities for studying at home, through the travelling Libraries sent out by the University of New York.

Since the announcement that the work would come to an end with this term, there have been many inquiries about other correspondence societies. The Chautauqua Society is better known than any others. This originated the same year as the Society to Encourage Studies at Home, but, while our Society grew out of the interest which Miss Ticknor felt in a similar one in England, the Chautauqua Society was an outgrowth of the American institution of camp meeting. As an educational body it began as a Sunday School assembly for the training of teachers. Five years later, in 1878, the Chautauqua Literary and Scientific Circles were formed, in which more than sixty thousand students are now enrolled. Degrees are given to the graduates who complete the four years' courses. The fee for joining is fifty cents a year. The main differences between the Society to Encourage Studies at Home and the Chautauqua Literary and Scientific Circles are that in the former all the work has been done as far as possible without publicity, the teaching has been entirely gratuitous, and great stress has been laid on the personal relations brought about by the correspondence between the teachers and students. In the Chautauqua Society, one of the chief causes for success has been the social relations brought about by the meeting of the small Circles throughout the term, and of the large Assemblies in the summer. The two head founders of the Society have never received compensation for their services; the educational staff, the managers and employees of the Assembly have been reasonably paid. The chief sources of income are the gate money at the Assembly, the profits from certain publications, local privileges, and local taxation, ten per cent. being collected from all who have any

money-making rights or economical privileges at Chautauqua. Dr. Vincent has always been interested in our Society, and has expressed within a few months his regret for its discontinuance.

Another very large correspondence society is the International Correspondence School of Scranton, Penn., which has twelve thousand students, and aims to benefit miners, mechanics, and others in need of technical instruction; this, of course, does not affect our line of work.

The University Extension Lectures, however, which have increased so much during the last few years, doubtless do reach many who otherwise might have studied with us.

Other similar societies are the Agassiz Association, which has done much for popularizing the study of science, and the Round Robin Reading Club of Philadelphia, which sends out lists for reading in history, literature, and art, and kindred subjects.

There are also many societies whose aim is rather personal influence and sympathy than direct instruction. Among these are the International Order of King's Daughters and Sons; the Shut-in Society; Cheerful Letter Exchange, and others.<sup>1</sup>

When the decision was made to discontinue the Society, it was felt very strongly that there ought to be an account of Miss Ticknor's work in some permanent form. The matter was placed in the hands of a small committee last January, and the Memorial is now ready for the printers. In it is given a short sketch of Miss Ticknor, a short account of the aims of the Society, and a history of the work. Half of the book is given up to selections from correspondence. It will make a small volume of about two hundred and fifty pages, and will be sold to past members of the Society at the lowest possible price.

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<sup>1</sup> For list of correspondence societies see Appendix H.

It is pleasant at this last meeting of the Society to be able to tell our friends that the work done for so many years is not to stop entirely, but rather to be renewed in another form. The very excellences of the Society have been, as we have seen, at times, its hindrances; the want of publicity has kept us from reaching many people, and the demands for thorough work and full reports have kept many students from joining us. These conditions were so much an integral part of the Society that we felt we had no right, in deference to the founder, to give them up while continuing to use the old name. During the last few years there has been a growing demand for lists of study without instruction. The teachers in the Society have been much impressed by the continually increasing number of women's clubs demanding courses of reading, but objecting to oversight. Too often these women's clubs have been hampered in their work for want of books; there is no way to borrow books away from the literary centres, and yet there are many people who would be glad to pay a moderate charge for the use of books, who do not wish to buy them. With the aim of satisfying this demand, the Anna Ticknor Library Association has been formed. All the books and other property of the Society to Encourage Studies at Home have been given to it, and through it all former students and teachers of the old Society may communicate with each other, and, if desired, renew their studies.

This report would be far from complete if no mention were made of the many years of faithful service of the correspondents, who have been encouraged in their work, not only by the inspiration of their head, but also by the faithful perseverance of the students. During this last year we have had more than a hundred active correspondents who have freely given their services. Some of these have worked for over twenty years without abatement of

zeal or interest. Our thanks are due, not only to these who have borne the burden and heat of the day, but also to the later laborers in the vineyard, who have been no less faithful and earnest. To all we give our warmest gratitude, and ask from them and from our other friends a continued interest in the Society to Encourage Studies at Home in its new form, the Anna Ticknor Library Association.

After the report had been read, Miss Myrtilla Avery, of the University of the State of New York, spoke of the correspondence work to be undertaken by the Extension Department of this University, and asked for help from the teachers in the Society to Encourage Studies at Home.<sup>1</sup> She also expressed her interest in the new library association, and her belief in the need of such an organization.

Miss Katharine P. Loring followed, giving an account of the Anna Ticknor Library Association,<sup>2</sup> and stated that sufficient money had been subscribed to insure the trial of the experiment for two years. It is not proposed to continue the work unless it should prove self-supporting, but, while it is expected that the fees received for the use of books will pay the running expenses and also for the reasonable increase of the library, the number of expensive books and other educational tools to be bought must depend somewhat on friendly gifts, as is the case with all public libraries. The name, not only of Miss Ticknor, but of her family, will be commemorated in the book-plate chosen by the Association. The design represents a youth bowed in despair before a statue unfinished for want of light, while, unseen by him, a friendly hand pours oil into the dying lamp. The original bas relief, from which this drawing is copied, was given to Miss Ticknor's father by a

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<sup>1</sup> See Appendix H.

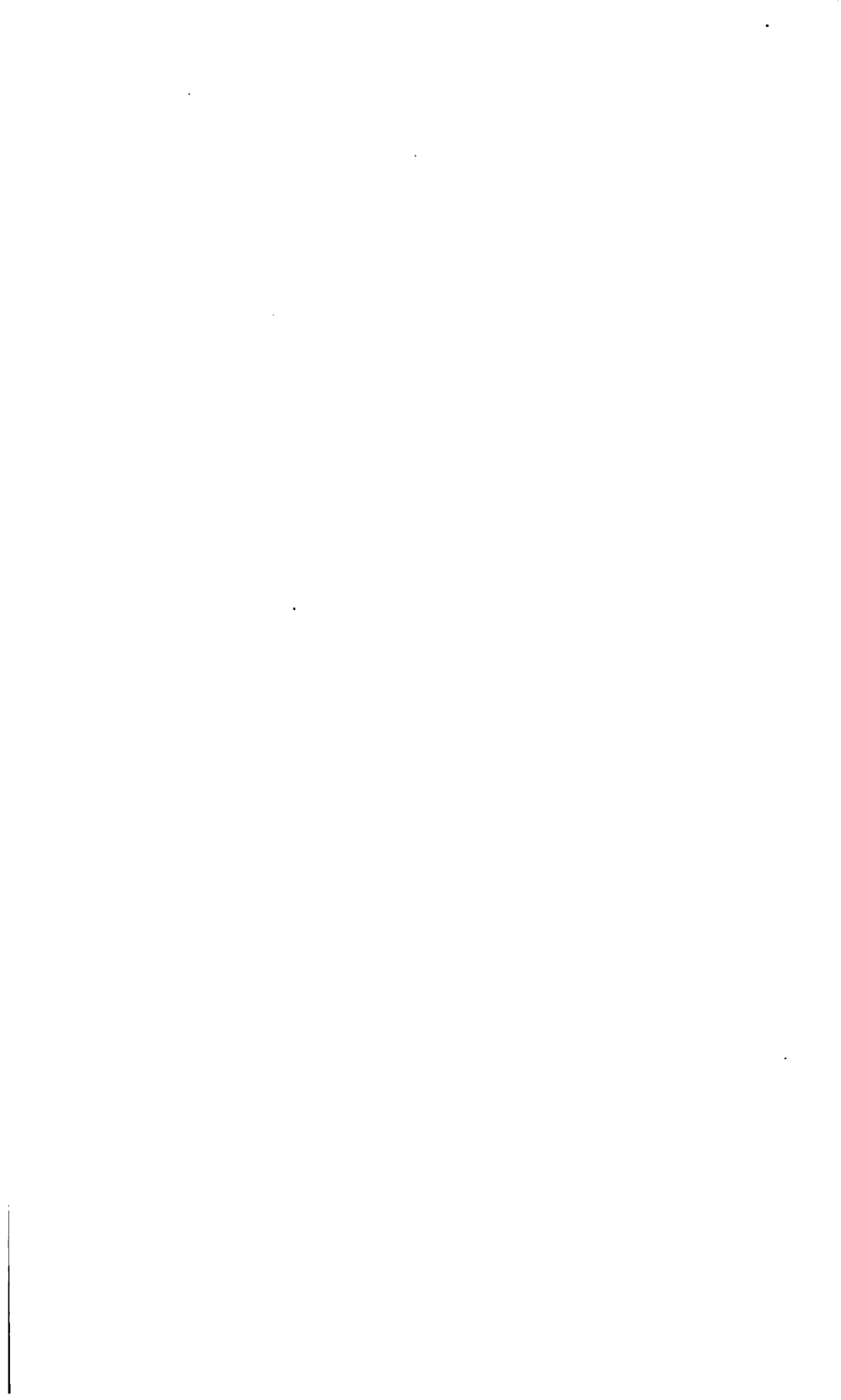
<sup>2</sup> See appendix I for by-laws of this association.

well-known sculptor, in memory of the moment when he was on the point of abandoning his art, but, encouraged by timely help from Mr. Ticknor, he renewed his work and conquered success. The story seems typical of the help given so long by the Home Study Society, which it is hoped will be continued by the Anna Ticknor Library.

Mrs. Louis Agassiz then spoke of her long interest in the Society and her regret at its discontinuance, and said she felt that no better memorial to Miss Ticknor could have been devised than the proposed library.

Professor George H. Palmer then made a short address, speaking in a general way of the good done by the Society in its twenty-four years of existence, and of the interests which it had kindled and the possibilities it had shown. But now, he said, this work is done by other bodies, and Miss Ticknor's wisdom as a leader was shown in no more striking way than in the fact that she had trained her helpers to know when the time for stopping had come, and to avoid the great disloyalty of continuing a work after it is dead.

Dr. Eliot concluded the exercises by a short speech in which he spoke of the great blessing the Society had been to Miss Ticknor. Through it she had helped others, and the work had been its own great reward. But for it she would have been alone the last years of her life, for the Society was to her, father, mother and family. Yet it would have been impossible for her to carry on the work alone, and much is due to her helpers, who proved their fidelity, not only to her, but to their race. The work can never end. The seed is planted, and from its growth more growth will follow.



## APPENDIX A.

Number of new students	.	.	.	.	.	92
" " old "	.	.	.	.	.	169
						<hr/> 261

## STUDENTS REJOINED.

For a 2d term	.	.	.	.	.	.	52
" 3d "	.	.	.	.	.	.	31
" 4th "	.	.	.	.	.	.	23
" 5th "	.	.	.	.	.	.	16
" 6th "	.	.	.	.	.	.	10
" 7th "	.	.	.	.	.	.	7
" 8th "	.	.	.	.	.	.	9
" 9th "	.	.	.	.	.	.	4
" 10th "	.	.	.	.	.	.	5
" 11th "	.	.	.	.	.	.	2
" 12th "	.	.	.	.	.	.	1
" 13th "	.	.	.	.	.	.	1
" 14th "	.	.	.	.	.	.	1
" 15th "	.	.	.	.	.	.	2
" 17th "	.	.	.	.	.	.	2
" 19th "	.	.	.	.	.	.	2
" 20th "	.	.	.	.	.	.	1
							<hr/> 169

7,086 names entered in 24 years.

## APPENDIX B.

## GEOGRAPHICAL.

Massachusetts . . . . .	61
New York . . . . .	30
New England (Me., N.H., Vt., R.I., Conn.) . . . . .	35
Middle (Pa., N.J., Md., Va., D.C.) . . . . .	55
Middle-Western (O., Ind., Ill., Kan.) . . . . .	17
North-Western (S. Dak., Minn., Wis., Mich.) . . . . .	15
South-Western (Mo., Ky., Tenn., Ark.) . . . . .	7
Western (Colo.) . . . . .	1
Southern (N C., S.C., Ga., Fla., Ala., Tex.) . . . . .	22
Pacific (Wash., Ore., Cal.) . . . . .	13
Canada . . . . .	2
Japan . . . . .	1
Germany . . . . .	1
Hawaiian Islands . . . . .	1
	<hr/>
	261

## APPENDIX C.

## DIVISIONS OF THE STAFF.

I. History	.	.	.	.	.	.	.	29
II. Science	.	.	.	.	.	.	.	23
III. Fine Arts	.	.	.	.	.	.	.	27
IV. German Literature	.	.	.	.	.	.	.	1
V. French Literature	.	.	.	.	.	.	.	3
VI. English Literature	.	.	.	.	.	.	.	54
								—
								137
Connected with two courses	.	.	.	.	.	.	.	6
								—
Working Staff	.	.	.	.	.	.	.	131
Heads of Departments	.	.	.	.	.	.	.	6
Librarians	.	.	.	.	.	.	.	2
								—
								139

Treasurer, Assistant Secretaries, 3 are salaried or hold other places on the Staff.

## APPENDIX D.

## STUDENTS.

Department.	Entered.	Persevered.	Dropped.	Excused.
I. History . .	68	48	1	19
II. Science . .	27	16	—	11
III. Fine Arts .	55	31	3	21
IV. Ger. Literature	7	6	—	1
V. Fr. Literature	11	9	—	2
VI. Eng. Literature	132	92	—	40
	300	202	4	94

Taking two courses, 21 ; three courses, 2.

Taking two sections :

I. History . . . . .	1
II. Science . . . . .	3
VI. English Literature . . . . .	10

35 are teachers ; 25 represent Clubs.

## APPENDIX E.

Department.	Rank 1.	Rank 2.	Rank 3.	Totals.
1. History . .	28	14	6	48
2. Science . .	9	7	—	16
3. Fine Arts . .	13	16	2	31
4. German Lit. .	3	3	—	6
5. French Lit. .	2	6	1	9
6. English Lit. .	33	44	15	92
	88	90	24	202

## Ranks after eliminating double courses and sections :

Rank 1 . . . . .	83
Rank 2 . . . . .	78
Rank 3 . . . . .	20
	181
No rank . . . . .	80
	261

## APPENDIX F.

## EXAMINATIONS.

1. History . . . . .	129
2. Science . . . . .	35
3. Fine Arts . . . . .	62
4. German Literature . . . . .	—
5. French Literature . . . . .	2
6. English Literature . . . . .	120

## APPENDIX G.

## TREASURER'S ACCOUNT.

Received, balance from last year . . . . .	\$1,145 57
Received, fees, interest, gifts, library, etc. . . . .	1,742 30
	<u>\$2,887 87</u>
Expended . . . . .	1,369 10
	<u>\$1,518 77</u>

## ITEMS OF EXPENSE.

Postage . . . . .	\$234 97
Salaries . . . . .	710 20
Printing . . . . .	105 28
Stationery . . . . .	49 55
Messenger, express, etc. . . . .	25 00
Library . . . . .	96 06
Sundries, including purchases for students . . . . .	148 04
	<u>\$1,369 10</u>

## APPENDIX H.

## CORRESPONDENCE SOCIETIES.

The following organizations are endorsed by well-known educators :

Agassiz Association, founded in 1875. Its purpose is to encourage personal work in Natural Science. Courses of practical study, laboratory work in chemistry, mineralogy, and botany are furnished to students in their own homes. Four or more persons may form a chapter, on payment of one dollar; individual students are admitted for fifty cents. Address Harlan H. Ballard, President of Agassiz Association, Pittsfield, Mass.

Chautauqua Literary and Scientific Circles, founded in 1873, "aim to promote habits of reading and study in history, literature, science, and art, . . . and to encourage close and persistent thinking." The correspondence system is based on printed instructions, examination papers, and written reports sent by the student at least once a month. The fee for joining is fifty cents a year, the cost of necessary books is about seven dollars. Address John H. Vincent, Drawer 194, Buffalo, N.Y.

National Young Folks Reading Circle, organized 1888. Its object is to encourage and promote good reading among children and adults. Two of the senior courses are especially designed for teachers. Any branches ordinarily taught in high schools or academies may be selected by applicants. Active members pay annually fifty cents, associate members pay twenty-five cents. Address S. R. Winchell, 262 Wabash avenue, Chicago, Ill.

Round Robin Reading Club, organized 1893. It sends out full and carefully prepared lists in history, literature, and art. The entrance fee is fifty cents, and three dollars

is charged for each syllabus. Address Miss Louise Stockton, 4213 Chester avenue, Philadelphia, Penn.

University Extension. Some Universities have made provision in their Extension Departments for teaching by correspondence. This is especially the case of the New York University, and students in this State should apply to Miss Myrtille Avery, Director's Assistant, Extension Department, University of the State of New York, Albany, N.Y. Successful correspondence teaching is also done by the Universities of Chicago and Pennsylvania.

## APPENDIX I.

CONSTITUTION AND BY-LAWS OF THE ANNA TICKNOR LIBRARY  
ASSOCIATION.

I. This Association shall be called The Anna Ticknor Library Association, in grateful memory of Miss Anna Eliot Ticknor and her services to education in organizing and conducting the Society to Encourage Studies at Home.

II. The object of this Association shall be to maintain and increase the Anna Ticknor Library as long as it is self-supporting; to make use of whatever material may be given to it by the Society to Encourage Studies at Home; and to act as a bureau of information for former Home Study correspondents and students.

III. Books, lists, collections of art illustrations, and other aids to study, shall be sent from the library to individual students and study clubs on the payment of a fee or a subscription, to be fixed by the Executive Board.

IV. All persons who contribute \$5.00 or more to the Association shall be regular members, and shall elect officers, make laws, etc.

V. All persons connected with the Society to Encourage Studies at Home who shall contribute less than \$5.00 within two years of the formation of the Association shall have all the privileges of members, except that of voting for the officers.

VI. The officers of the Association shall be two Managers, a Secretary, a Treasurer, and the Chairman of the Advisory Board. The two Managers and the Chairman of the Advisory Board shall constitute the Executive Board of the Association. Any vacancy in the Board may be filled temporarily by one of the other officers until the next meeting of the Association.

VII. The Advisory Board, except the Chairman, shall be chosen annually by the officers of the Association to advise concerning the purchase of books and illustrations, the preparation and revision of working lists, and other details of library work. It shall consist of at least five persons, and shall have a Chairman

and Secretary. It shall meet with the Executive Board at least once a year.

VIII. The duties of the Executive Board shall be to manage the library, appoint a librarian, and decide all details of administration, and all questions as to charges for use of books, payment of postage, etc.

IX. The officers shall be elected by ballots at the annual meeting, the ballots to be sent with the notice for the meeting. A Committee on Nominations shall be appointed at each annual meeting, to prepare ballots for the following regular meeting. Names for nomination may be sent to the Secretary. The Managers shall be elected for a term of two years. At the first election one Manager shall be chosen for one year, and one for two years. The other officers shall be chosen annually.

X. The Secretary shall keep the records of the Association, call the meetings, and send out the ballots.

XI. The Treasurer shall have charge of all the funds.

XII. The Chairman of the Advisory Board shall preside at all meetings of that Board, of the Executive Board, and of the Association. In her absence the chair shall be filled by the senior Manager.

XIII. The annual meeting of the Association shall be held in Boston on the second Saturday in November of each year.

XIV. Twelve members present shall constitute a quorum.

XV. A special meeting may be called by the request of three of the officers, or of ten of the members of the Association.

XVI. The objects of the Association, the By-laws, and the choice of officers may be settled at stated or special meetings of the Association, but no change shall be made in the By-laws unless notice of such change be given in the call for the meeting.

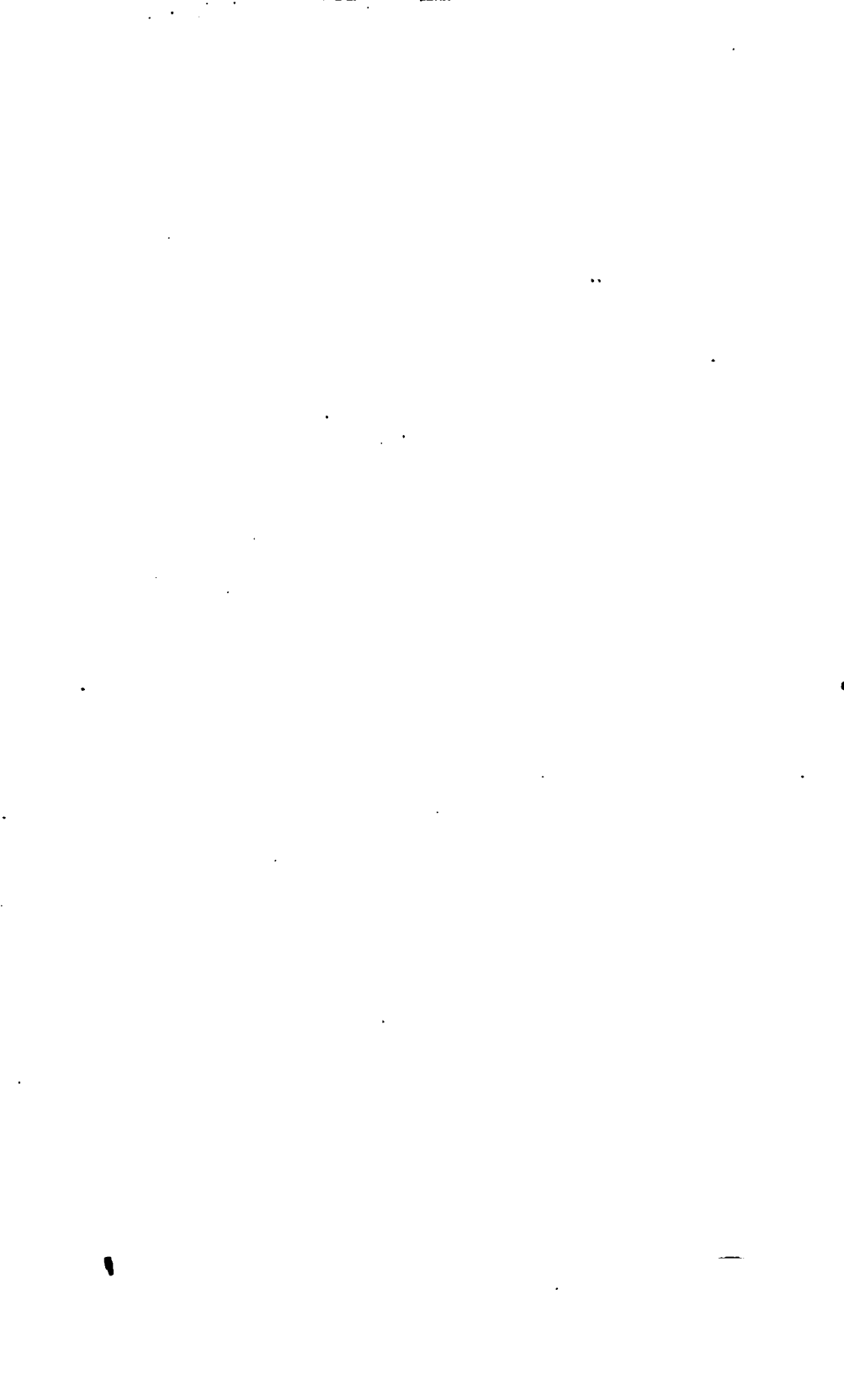






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